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ABSTRACT

This curriculum guide provides materials for a course in child care and guidance. Fourteen modules are provided. They are self-contained and require little effort on the instructor's part aside from scoring posttests and providing equipment. Each module consists of a cover sheet that details job skill, performance objective, and materials and other resources needed; pretest; information sections; and activities. Posttests are intended to be kept by the instructor and administered to students when they are prepared to be tested on their mastery of the module contents. Answer keys for pretests and posttests are provided. A list of sources may be provided at the end of the module. Module topics are as follows: demonstrate knowledge of growth and development of children; demonstrate awareness of growth and development of children with special needs; create and maintain a safe and healthy environment; keep an environment that allows for child growth and development; use communication skill techniques with children, families, and day care staff; exhibit maturity; exhibit personal grooming/well being; demonstrate job procurement skills; assist in the planning and scheduling of the educational program; assist in supervision of education activities; monitor nap time and supervise gradual change time; observe and report student progress and behavior; perform food service activities; and continue professional growth. (YLB)

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CURRICULUM

CHILD CARE AND GUIDANCE

COMPETENCY-BASED VOCATIONAL EDUCATION INSTRUCTIONAL MATERIALS

Funded By
Arizona Department of Education
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Administered By
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Northern Arizona University
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Curriculum

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CHILD CARE AND GUIDANCE

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June, 1984

Introduction

Development of this curriculum for the occupations related to Child Care and Guidance was centered on the Arizona approved competency list from 1983. A task force was developed to group the tasks in each competency into more closely related tasks. The competencies were then relisted into a different sequence than found on the approved list. This new ordering of competencies is more like those performed on the job than they are in the approved list.

Being modularized, you will find that this curriculum will be easily integrated into your competency-based program. You will serve as the director of learning rather than the giver of knowledge. Skills and knowledge obtained by students will be easily transferred to occupational performance.

After you have had an opportunity to review and use these curriculum materials, please give your comments to us. No formal field testing has been done with these materials. Therefore, your comments will be valuable should a revision be possible. Send your comments to the Arizona Center for Vocational Education, Box 6025, Northern Arizona University, Flagstaff, Arizona 86011, (602) 523-4192, 523-5442.

Dr. Jerry R. Cox, Project Director
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JOB SKILLS

Demonstrates knowledge of the growth and development of children 1
Demonstrates awareness of the growth and development of children with special needs 2
Creates and maintains a safe and healthy environment 3
Keeps an environment which allows for growth and development of children 4
Identifies and uses communication skill techniques with children, families, and day care staff 5
Exhibits maturity 6
Exhibits personal grooming/well being 7
Demonstrates job procurement skills 8
Assists in the planning and scheduling of the educational program 9
Assists in the supervision of educational activities, including set-up and clean-up 10
Monitors nap-time and supervises gradual change time 11
Observes, records, and reports student progress and behavior 12
Performs food service activities 13
Continues professional growth through training sessions, staff meetings, etc. 14

Direct Instruction and Self-Taught Instruction

Job Skill:

Demonstrate knowledge of the growth and development of children.

Performance Objective:

Identifies the intellectual, social, emotional, and physical development of children birth through 10 years with 80 percent accuracy.

Materials and Other Resources Needed:

This module
Paper and pencil
Three or four small toys appropriate for an infant, one toy must be covered in either fabric or soft plastic
Two pieces of fabrics such as diapers, scarves, or bandanas
One small, brightly colored ball
Access to children ranging in age from newborn through age ten

Pretest:

Directions: Answer the following questions in the space provided with + for true and 0 for false.

_____ 1. By the end of their first year most infants triple their birth weight.

_____ 2. Awake and sleep states of babies vary greatly from infant to infant.

_____ 3. Young infants (under 6 months of age) cannot discriminate a stranger's voice from that of the infants mother's or father's voice.

_____ 4. If babies have a warm, intimate relationship with caretakers, awareness of objects develops before awareness of people.

_____ 5. Most children walk soon after their first birthday.

_____ 6. Toddlerhood is sometimes called "The First Adolescence" because toddlers and adolescents are both rebellious.

_____ 7. The rate of body growth increases during the toddler years.

_____ 8. Walking is the major achievement of locomotor movement during toddlerhood.

_____ 9. How and what children eat during the toddler years is not as important as during infancy because of the slowdown in the rate of growth.

_____10. The best way to assess whether or not a child understands words is if the child speaks these words correctly.

_____11. Separation anxiety refers to the distress that a toddler feels when separated from parents or a familiar caretaker.

_____12. On the average, boys have more muscle tissue than girls.

_____13. During the preschool years, motor activity is characteristic of the child's cognitive development.

_____14. Classification is the ability to group things into categories based on a common characteristic.

_____15. When children engage in play that involves imitating adult roles, we say they are doing dramatic play.

_____16. During the preschool years, acceptable behavior decreases as the child gets older.

_____17. When a child is nine years old, logical thinking is tied to problems involving concrete objects.

_____18. Parents who are strict and aloof rear children who have high self-esteem.

_____19. School-age children who receive support and recognition from adults and peers are likely to develop a sense of <u>industry</u> (Erikson).

_____20. Children in the middle years are likely to do what their peers do even if it's antisocial.

Information:

Read the following information before attempting the accompanying activities.

SUMMARY OF DEVELOPMENT

Birth to Twelve Months

The newborn baby is called a neonate. From the moment of birth the neonates have their own identities. They differ in levels of activity, irritability, need for sleep, response to human and nonhuman stimuli as well as their easily observable physical differences.

Infants' behavior can be described in terms of states. They go from state to state during the course of each day. The six states that have been described are active sleep, quiet sleep, drowsiness, fussiness, crying, and quiet alertness. It is in the state of quiet alertness that the infant is most attentive to sight (visual) and sound (auditory) stimuli, thereby allowing learning to occur.

Intellectual development is growth in the capacity to think, to reason, to understand, and to learn. The theoretical approach that focuses on this growth, cognitive-developmental theory, seeks to explain how people develop knowledge or understanding especially during infancy and childhood. The best known theory of intellectual development (cognitive development) is that of Jean Piaget.

Piaget believes that the developing human has to learn to cope with a huge variety of situations. He believes that intellectual development progresses in states, and that each child must go through the same stages in the same order. The rate of progress may vary. Both the growth of the child and experiences with the environment play a role in this process.

Jean Piaget calls the first major period of development, approximately the first two years of life, the sensorimotor period. This period is divided into six stages: four in the first year of life and the two remaining in the second year.

In the first stage, during the first month of life, an infant is capable of only reflexes (inborn, automatic behaviors).

Stage two (1 - 4 months) marks the entrance of the first acquired abilities such as thumbsucking and visual exploration. Piaget believes that these activities are acquired by means of circular reactions wherein the baby does something by accident, and if the result is pleasant, it is repeated.

In stage three (4 - 9 months) the baby becomes interested in the effects it can produce on the environment - i.e., causing a rattle to make a noise. The stage three infants are probably not aware that it is their actions that are causing these things to happen.

The understanding of cause and effect begins in stage four (9 - 12 months). Now infants search for ways of achieving a particular goal. They are now able to use cues to anticipate the future, i.e., father puts on suit and picks up briefcase tells the infant that father may be leaving.

An important element of the sensorimotor period is the concept of object permanence; that things still exist even if they can't be seen at the moment. The first real signs of this kind of thinking appear in stage three. This is evident when the infant begins to look for things, not only in the place where last seen, but also in new places. Person permanence, the idea that people continue to exist even when they can't be seen or heard generally occurs a little earlier.

Environment in the first years of life clearly affects later intellectual ability. Bright colors, plenty of attention (baby games, songs, and cuddling), being a part of an active family (or group) helps the infant's mental development. Even children who have been neglected or deprived can improve if given the right environment.

Erik Erikson's concept of basic trust vs. mistrust is the core of the social and emotional development of infants. Erikson, a specialist in social development, states that during infancy, the baby learns whether the world is good, reliable, and satisfying or painful and unreliable. Basic trust is thought to be essential for positive development.

Social smiling, laughing, and vocalizing are forms of early emotional expression in infants. Stranger anxiety appears at this time. It is a fear of unfamiliar people and surroundings, which often occurs between six and twelve months and is generally gone by age two. Separation anxiety, a child's distress when separated from parents or familiar caretakers also appears during infancy. These fears although distressing to both infants and parents are good signs that the child's social and intellectual development are progressing normally. It would suggest that the child had developed strong bonds of attachment to its family and other familiar people, and was bright enough to be able to tell the difference between familiar and unfamiliar.

Physical development during the first year of life entails growth, or increases in size and changes in body

proportions, and maturation. Growth during the first year is marked by a 40 percent increase in length, a threefold increase in weight, and a doubling of the brain size.

Infants are born with a number of reflexes which are automatic reactions to particular stimuli. Some of these reflexes disappear within a few months after birth as the brain matures and the infant establishes voluntary control over his actions.

Possibly the most important reflexes are those associated with breathing. If there is too much carbon dioxide in the blood, the infant's breathing quickens or yawns. Obstructions of the breathing passages produce coughs or sneezes.

Reflexes associated with feeding include: sucking, swallowing, and rooting, in which a touch on the cheek causes the infant to turn the head in the direction of the cheek touched and opens the mouth.

Some reflexes occur in response to hunger, pain, or discomfort. Crying can be placed in this category. It is a response that has survival value for the baby because it serves as a signal to adults that care and attention are needed.

Other reflexes found in neonates (newborns) include:

Babinski - outward fanning of the toes when the sole of the foot is stroked

Moro - a startled response to a loud noise or a sudden loss of support

Toe Grasp - toes curl under tightly when pressure is applied to the base of the toes

Pulmar Grasp - tight fist is formed in response to stroking the palm of the hand

Walking - the occurance of step-like motions that resemble walking when the neonate is held under the arms with bare feet touching a hard, flat surface

Swimming - involuntary swimming movements that occur when the neonate is lying on the stomach.

Neonates' eyes are ready to function immediately after birth. They can track, or follow, moving objects with their eyes, but they cannot adjust their focus to near or far

objects for the first month or two. Things that are at a distance of seven to fifteen inches look the clearest to neonates. By the time the infant is two months old the eyes focus almost as well as the average adult. By six months, the infant can focus easily on objects both near and far.

Young infants show strong preferences for certain stimuli. They prefer to look at complex patterns rather than plain surfaces; curved lines rather than straight lines; strong contrast in color rather than a solid color. They also prefer low-pitched, rhythmic pounds, a familiar voice, sweet-tasting liquids, and pleasant smells.

During infancy, as well as throughout childhood, physical development follows three basic patterns: head-to-foot growth (cephalo-caudal), inner-to-outer (proximodistol), and general-to-specific. The first of these patterns is evident in the way the infant's body grows. For example, the neonate's head is closer to its adult size than the rest of its body.

These same patterns apply to the development of motor abilities. Child development specialist, Mary Shirley, has investigated locomotor development and has found that the infant gains control of the head first, then the trunk, followed by arms and hands, and finally legs and feet. Motor development also proceeds from the large muscles (gross motor) to small ones (fine motor) which is seen in the infant's ability to control arm movements before controlling finger movements.

The order of locomotor development as found by Mary Shirley are: fetal position - birth, chin up - one month, chest up - two months, reach and miss - three months, sit with support - four months, visually guided reach - five months, grasp dangling object - six months, sit alone - seven months, stand with help - eight months, stand holding on - nine months, creep - ten months, walk when led - eleven months, pull to stand by furniture - twelve months, climb stairs - thirteen months, stand alone - fourteen months, walk alone - fifteen months.

Infants' bones are soft and pliable. They have not yet ossified, or hardened. This process is a slow one that is not completed until adolescence. Because of the immaturity of the infant's body and rapid growth, the body can be damaged by illness and poor nutrition. These problems can take the form of physical malformations, retarded growth, and brain damage. As was stated earlier, the environment in the first years of life clearly affects the developing child.

Activity Section:

Directions: Complete the activities by following the directions given for each. It is recommended that the student do all of the activities in this packet.

ACTIVITY #1

Infant Reflex Responses

According to current research on infants, the neonate exhibits reflexive behaviors at birth. These reflexes are common to most infants. Many of these reflexes fade or disappear during the infant stage. This observation will provide an opportunity to observe infant reflexive behavior.

1. Observe two or three infants of different ages. One should be younger than three months of age. Eight months should be the maximum age of an infant to be observed in this activity.

2. Observe the following reflex behaviors:

Sucking	Pulmar Grasp
Rooting	Stepping (Walking)
Moro	Toe Grasp
Babinski	Swimming

3. You will need to induce the response as described in the information section of this module.

4. To record your finding:

   a. Describe the infants. Include name, sex, birth date, birth weight, current weight, and current age.

   b. Describe how each infant responded to each of the reflexive behaviors.

   c. Compare and contrast the infants' reactions.

   d. Did you observe any indication of the reflexes fading or disappearing?

   e. Write a brief summary of what you learned. Include how this observation helped your understanding of reflexive behavior.

ACTIVITY #2

Observing Object Permanence

Jean Piaget developed the majority of his theory of sensorimotor development by performing informal experiments with his own children and watching the results. When the children were infants, he noticed how they responded to new things in a variety of ways; he watched as they repeated old actions and added new ones. According to Piaget, the most important thing that a child comes to understand during the first year is the objects exist even though the child cannot see them.

In this activity, you will observe the development of object permanence by playing some hide-and-seek games with babies. Since object permanence begins to occur after six months of age, select two babies between six and twelve months of age.

1. Make sure that the baby is comfortable and in a place where it is not likely to be distracted. You may want to have the infants sit on their mothers' laps with you sitting directly across a table from them. The baby's hands should rest on the table so that it may easily reach the objects you use.

   You will need:

   a. two pieces of cloth such as prefolded diapers
   b. three or four small toys that are appropriate for the infant's age
   c. a small, brightly colored ball

2. Show the infant the ball. Slowly roll it across the table and back without allowing it to fall off the table. When you can see that the infant is watching, roll the ball off the table and let it drop on the floor. If the infant does not look for the ball, repeat the activity. If the infant does look for the ball, proceed to number 3.

3. Show the infant one of the toys. When the baby begins to reach for it, quickly cover it with a diaper. Does the infant remove the diaper to find the hidden toy? If so, proceed to number 4. If not, try this game again, but this time leave a bit of the toy exposed.

4. Have two diapers on the table. Show the infant a new toy that is small enough to fit in the palm of your hand and soft so that it will not make a noise as you move it from one diaper to the other. Show the toy to the baby.

When the baby reaches for it, hide it under one of the diapers. While keeping the object in your hand, "sneak" it over to the other diaper and hide it there. Does the child look for the toy under the first diaper? If so, does the baby continue looking for the toy when it is not discovered under the first diaper?

5. Record each infant's name, age, sex, and briefly describe the setting for this activity.

6. Describe each infants' responses to the game.

7. Describe separately whether each infant was just beginning to attain object permanence, had attained object permanence, or had shown no indication of object permanence.

8. Make an opinion statement about the results of this activity. You may want to include the ages of the infants, the setting, and their mood (or state) in this statement.

Information:

Read the following information before attempting the accompanying activities..

Toddlerhood From 1 to 2½ Years

Between the ages of twelve months and two and one-half years, the child goes through a period called toddlerhood. This period is often called the "first adolescence" because it is a time of transition from infancy to childhood, just as adolescence is a time of transition from childhood to adulthood.

During toddlerhood the child masters productive language, walking, forms of attachment to other children, begins to seek independence and increased self-control, and advances the child's capacity for symbolic thought.

The toddler may be placed in the latter stages of Piaget's sensorimotor period of intellectual development. In stage 5, ages 12-18 months, toddlers will search for an object in the place where they saw it hidden, but they cannot use mental representation (images) to take into account the movements they didn't actually see. Stage five children begin to use experimentation to gain an understanding of elements in their world. They approach problems in a flexible, inventive way. This is sometimes called "practical intelligence" because the child is inventing ways of obtaining a desired goal.

In stage 6, ages 18-24 months, problems may be solved, not only by trial and error, but also as the result of experience and insight. Children in this stage can think out possibilities and plan ahead by means of mental representation of objects and events so that they are no longer tied to the sensorimotor elements of experience. With the achievement in their intellectual development, the toddler graduates from Piaget's sensorimotor stage to the preoperational stage.

Toddlers are egocentric. They see things, or understand things, only from their own point of view. However, as they develop intellectually, this diminishes.

Toddlers spend a large amount of time in play activities which help them to master new skills and to increase their growing awareness of self and world. Toddlers seem to delight in large muscle activities as they practice the new skills of walking, running, jumping, and throwing.

During toddlerhood we see an increase in dramatic play, or imitation of role models in a play setting. Such play is usually based on simple themes of domestic life. Parallel play, the earliest form of play with other children, develops. This occurs when toddlers play side by side with very little to do with each other. True cooperative play is rare in toddlerhood primarily because of the child's egocentrism, or inability to understand another's point of view.

Play is important. It provides the child with the opportunity to experiment without fear of failure. The child is in control of what Erikson calls "a small world of manageable toys".

In toddlerhood we see the beginnings of socialization, the process through which children learn to behave in ways considered acceptable by the society in which they live. Toddlers need guidance in the area because the decisions that they make regarding rules are often poor due to their limited experience. Children must learn to internalize rules, or understand and commit them to memory.

Erik Erikson regards toddlerhood as a critical period for resolving the conflict between autonomy (independence) and shame and doubt. Autonomy is gained when children are allowed to do things for themselves. Development of autonomy is possible during this stage because of increased mobility, language skills, and toileting skills. Shame and doubt are a problem when the toddler is expected to perform at a level that is beyond the child's capabilities.

Although "me" and "no" dominate the toddler's quest for autonomy, most toddlers are not actually negative. Much of this conflict is the testing of relationships as the children strive to develop a will of their own. As the child matures, the negative decreases as cooperation, expressions of empathy, and independence increases.

As toddlers become more independent, parents have less physical contact with them, do less caretaking, give less social stimulation, serve as mediators with the environment and show children how to interact with toys and people. Parents also assume the task of setting limits to safeguard the child.

Language learning is another important part of toddlerhood. In early infancy a baby discovers the sound of his voice, and enjoys playing with it and using it with other people. In the second half of the first year, the baby can produce a wide variety of sound. This is the period of babbling. Most babies can say a word or two at twelve months.

The average toddler can say about 10 words at 15 months, 50 words at 20 months, and almost 200 words at age 2. At every age, passive vocabulary (words understood but not spoken) is greater than active vocabulary (words <u>are</u> spoken by the child).

Toddlers frequently use one word to express an entire thought. These are called holophrases. At about 20 months the toddler advances to two-word sentences called telegraphic speech. Toddlers all over the world use these forms of communication.

There are several theories of how language develops. Some people think that language is inborn and that children are naturally able to transform the key sounds that all children use into the language that they hear. B. F. Skinner and other learning theorists believe that children learn to speak because people reinforce (reward) them for doing so. Piaget sees language as a means of communicating ideas. Some aspects of each theory are useful but no one theory seems to completely answer the question of language development.

When looking at the physical development of the toddler we find that growth in both height and weight slows. Body proportions are gradually becoming more similar to those of adults.

The toddler's internal organs are still large for the trunk of the body. This causes the child to have a sway back and protruding abdomen. This is evidence of the

proximodistol (inner-to-outer) principle of development. The child's large head, long arms, and short legs are examples of the cephalocaudal (head-to-toe) principle.

Hardening of the bones continues. The soft spots of the skull begin to close. The spine hardens and small bones fuse to form larger ones. Although cartilage is beginning to turn to bone, the toddler's body still contains a large amount of cartilage. Because of this the child's body is still easily damaged by disease and dietary deficiency.

Activity Section:

Complete the activities by following the directions given for each.

ACTIVITY #3

Outing with a Toddler

During toddlerhood, the child has begun to actively explore its environment. This is a time of change from the sensorimotor stage to the preoperational stage of intellectual development.

A great deal may be learned about the world of a toddler by taking a walk with one. Social relations are growing; and while toddlers are often shy, especially with strangers, they can be quite bold. Their developing sense of autonomy (independence) contributes to this boldness.

As you approach this activity, be aware of the need to help the toddler feel comfortable about attempting to be independent in spite of the lack of experience and judgment.

1. Spend at least 30 to 45 minutes with a toddler between the ages of 12 and 30 months. The child must be able to walk.

2. Take the child on a walk to a park, playground, or some other place that will provide the child with something to do.

3. Remember a toddler is energetic and impulsive with little understanding of safety. You will need to be constantly alert to protecting the child from danger.

4. Interact with the child both verbally and nonverbally (talk and play together).

5. In your report:

   a. Describe the child - age, sex, physical traits and abilities.

   b. Describe the setting (where you went).

   c. Describe what took place - what the child did and said.

   d. Did you observe any evidence of learning? First time experiences?

   e. Did the child seem frustrated by its physical limitations or immature language skills?

   f. Make an opinion statement about the results of this activity.

ACTIVITY #4

Self-Help Skills

Children vary in their readiness to perform self-help skills. Each child seems to have its own biological clock that determines this readiness.

Development of self-help skills seems to depend on maturity, environmental influences, and motor abilities. This activity will provide you an opportunity to observe self-help skills.

1. Select two children between the ages of 15 and 30 months.

2. Observe each child in two self-help activities such as: eating, clean-up, dressing, bathing, tooth brushing, and toileting.

3. Describe the children - sex, age, physical traits.

4. Describe the self-help activities. Include any conversations that took place.

5. Describe any evidence of frustration. Did the children attempt any skills of which they were not yet capable?

6. Compare and contrast the capabilities of the toddlers observed.

7. Make an opinion statement about what you learned or how this activity reinforced your understanding of the development of children.

Information:

Read the following information before attempting the accompanying activities.

Preschool Age from 2½ to 5 Years

During the preschool years there are a number of developmental advances. These are influenced by several different things. Growth in language skills influences the child's ability to gather information. Motivation and increased attention span allow the child to focus on an activity for longer periods of time. Maturation of the brain is also thought to influence intellectual development. Also of importance are the environment, the people with whom the child interacts, and the types of activities in which the child participates.

Children become capable of symbolic thought during the late toddler and early preschool years. Although this is an advance from the thinking of the sensorimotor stage it is still not logical. Piaget calls it preoperational. Children in the preoperational period make judgments based on how things look. Thus, we say their thinking is dominated by perception. Preschool children are still egocentric in that they assume that their point of view is the only one possible.

There are other limitations of preoperational thinking. Preoperational children think about only one aspect of a relationship at a time. (This is called centering.) Thus, a child might concentrate on the lengths of two rows of buttons in trying to determine whether they contain equal numbers but disregard the numbers of buttons in each row. Preschoolers' thinking is also characterized by irreversibility. After observing an action preschoolers cannot play it backward in their heads to reconstruct how things were originally. They fail to recognize changes.

Preschool children confuse thoughts, dreams, and names with the objects they represent. Children between the ages of four and six think that dreams are caused by external forces and they believe that the dreams actually take place outside their bodies. It is not until children reach approximately age nine or ten that they realize that dreams consist of thoughts only.

The preschool child has difficulty with simple classification. They cannot distinguish among different individuals belonging to the same species. They tend to group objects according to the child's limited and frequently changing criteria. In summary, the child has not acquired logical abilities that are common in later stages of thought.

Preschoolers and adults are experiencing changes in the ways they relate to each other. The parent-preschooler relationship moves from one of dependency to partnership. Children's dependency shifts from maintaining nearness to seeking attention and approval. As more relationships are formed with others outside the family, parent-child relationships shift to occasional eye contact, planning together for activities and goals, with mutual agreements between parents and child. Increased cooperation and consideration for the other person's feelings, goals, and plans are common. This is because they are less egocentric.

Erik Erikson's Initiative vs. Guilt conflict is seen as the core of social and emotional development during the preschool years. Hopefully, the child enters this stage of development with a positive sense of self. The new independence, combined with increasing physical, intellectual, social-emotional and language skills, gives the child a feeling of power. The child shows a great initiative in exploring the physical and social worlds. Problems occur when doing something that is not allowed by parents or other caregivers. The result is fear and/or guilt for not living up to parental expectation; for not being able to control new power (autonomy).

Resolution of this conflict leads to greater responsibility; exploration of the physical and social worlds; the ability to meet their own needs and express themselves in socially acceptable ways.

Preschool children spend a lot of time with other children. Their play becomes truly social in nature. Cooperative play, in which children play in groups organized for the purpose of attaining some common goal, is common. This type of play often includes dramatic play in which children act out scenes they observe or experience in everyday life.

Emotional development of preschool children is influenced by the large society as they play more with other children, watch television, and go to preschool. In this stage of development we find that children are more prosocial, cooperative, caring, empathetic, and willing to share, than in the previous stages.

In contrast to the positive characteristics listed, it is noted that aggression becomes a part of children's play in this period. True aggression is not usually observed until the preschool years during which time it reaches its peak and then rapidly declines. The aggression may be either physical or verbal in nature. However, as the child becomes older, physical aggression decreases and verbal aggression becomes

the norm. Aggression is thought to be a product of both biological and learning factors. The biological aspect of aggression would include the need to protect oneself and one's own. Children learn how to express aggressive feelings by observing parents, peers, television, and through experience. Preschool children need help in finding socially acceptable ways of expressing anger and aggression.

Changes in the physical appearance of the preschool child include: slowing of growth rate, decrease in body fat, and abdomen gradually more like those of average weight adults because child is growing into internal organs.

When considering height and weight, we find that the preschool boy is slightly taller and heavier than the preschool girl. The primary weight gain in this stage is the development of muscle. Boys tend to have more muscle tissue than girls. This affords them a slight physical advantage over the girls where strength is concerned.

The motor development in preschool years follows the cephalo-caudal (head downward) principle. This is a time of refinement. Advances in gross motor skills are concentrated on the body below the waist and include running, jumping, climbing, balancing, kicking and throwing. By age five, the average preschooler can combine two gross activities such as running and kicking a ball simultaneously. Improvements in strength, speed, and coordination are observable.

The fine motor development advances as a result of improved eye-hand coordination. Achievements of this stage include buttoning and unbuttoning, cutting with scissors, turning knobs and lids, zipping and unzipping, and finally tying of shoe laces.

Improvements in both gross and fine motor skills allow the preschool child to master an ever increasing number of self-help skills. The child is able to dress, eat, and play with a minimum of help. This helps the child's feelings of independence and fosters the development of a positive self concept.

Activity Section:

Complete the activities by following the directions given for each.

ACTIVITY #5

Self-Awareness and Spatial Relations

According to Piaget, children become aware of body parts and their functions during the sensorimotor and preschool stages. This activity will provide you an opportunity to observe both self-awareness and the child's understanding of spatial relations.

1. Select two preschool children between the ages of two and one-half and five years.

2. Interview them individually.

3. Ask them to identify the following:

arms	forehead	lips
back	elbow	shoulder
ankle	head	stomach
cheek	knee	toe
eyes	legs	tooth
finger	mouth	tongue
foot	nose	

4. Try these more difficult ones:

ear lobe	navel
eye brow	nostril
gums	thigh
hips	thumb
knuckle	toenail
index finger	waist

5. If the child is unable to identify a body part show the child where the part is on your body and see if the child can then find it.

6. After the above activity is completed, play the following game with the child, using a "Simon Says" format. Ask the child to put its hands:

   Up
   Down
   On top of head
   Behind back
   On shoulder
   Around legs
   Over head
   Under chin
   Between knees
   Underneath foot
   Beside self

7. Describe the children - sex, age, physical traits.

8. List the body parts each child was able to identify. Use a chart form.

9. List the spatial relations each child was able to perform in number six. Use a chart form.

10. Compare and contrast your findings..

11. Make an opinion statement about how this activity affected your understanding of children.

ACTIVITY #6

The Language of the Preschooler

The major steps in learning language are accomplished early in life, and by age three the child is usually a fluent talker. For this activity, you are to listen to a child at play, record the language spoken by the child, and then try to get the child to use a variety of vocabulary, grammar, and communication skills. This activity should show the relationship between language development and the child's thinking.

1. Plan to spend an hour in a child-care setting during a free-play period.

2. With the teacher's help, select one child, three to five years, who appears to be talkative. Record everything that the child says for a period of 15 minutes. Try to be as unobtrusive as possible (do not interfere with the child's play).

3. After finishing your free-play observation, and with the teacher's help, invite the child to spend a few minutes playing a game. Tell the child your game is a word game. Use the following list and ask the child to tell you about each. Record the child's response to each word.

Cereal	Monkey
Dog	Temperature
Bird house	Spiderweb
Eggs	Freckle
Sunshine	Happy
Thunder	Television
Pillow	Sad

4. Describe the child - sex, age, physical traits.

5. Describe the setting.

6. Write as accurately as possible all the language that you collected.

7. Analyze the child's use of language during free-play. Were there any grammar or pronunciation errors? To what extent did the child use language to communicate with others.

8. Look at the child's responses to the vocabulary words. What do you think are some of the factors that influence that child's understanding of each word? Experiences? Family? Learning environment?

9. Make an opinion statement as to how you felt, what you learned, or how this activity increased your understanding of language development.

Information:

Read the following information before attempting the accompanying activities.

School Age - Six Through Ten Years Old

By the time children have reached school age, they have passed the preoperational stage of intellectual development and entered what Piaget called the concrete operational stage. Although the thinking of children at this level is dominated by logic, they still rely somewhat on their observations. School-age children can only perform operations or work through problems which involve concrete, observable elements. They are unable to imagine all possible actions. The ability to vary several elements of a problem systematically to determine which causes an action does not develop until Piaget's formal operations stage, which begins at around age twelve.

During the concrete operational period, children become less egocentric. Their tendency to see things from only their own point of view decreases. This allows the school age child to be more aware of the feelings and wishes of others.

The ability to conserve, to realize that the quantity of something does not change without adding to or subtracting from it, is the milestone of this stage. A child is usually able to conserve numbers, liquid and length before area, weight and volume.

Seriation, placing objects in order according to size, and classification, placing objects in groups according to

characteristics that they have in common, are two additional abilities that develop in the concrete operational stage. These abilities help the school age child in problem solving.

As children mature, the way they think about social matters undergoes a number of changes. They develop a better understanding of other people's thoughts, feelings, and interactions, and learn how to put themselves in another person's role or position. One change involves how they describe others. School age children tend to focus less on what others do in specific situations and more on a person's total personality. They also begin to base judgments on how a person behaves toward other people, in general, not simply on how a person behaves towards themselves. In addition, school age children begin to recognize the emotions of persons who are "different." This makes them capable of a level of sensitivity and consideration that was previously impossible. Children develop the ability to understand how others think. This enables them to assume other people's roles and anticipate reactions to their behavior. The increasing ability to take roles also permits children to understand the behavior of others in terms of their intentions and their actions. For example, they are able to realize that someone may mean well enough though their actions may suggest otherwise.

From school age through adolescence, influence on social development shifts from family to peer groups and school. These two socializing agencies serve to teach the basic skills and knowledge required to live successfully in society.

Erik Erikson's Industry vs. Inferiority conflict is seen as the core of social and emotional development during middle school years. This is a stage in which children try, fix, create, build, take apart and put back together, experiment, and learn. Successful resolution of this conflict results in a child becoming a competent and productive member of society while failure brings feelings of inadequacy.

Growth during the years from five to ten is much slower than in earlier periods. The trend towards slimness that began in the toddler and preschool years continues. The legs grow noticeably and the trunk of the body lengthens. The proportion of the face changes as well. The head achieves a larger percentage of its total growth than other body parts during the first six years of childhood, but this growth occurs mainly in the upper part of the head. During the school age years, the lower portion of the face begins to catch up. The face becomes longer, thinner, more mature in appearance. The preadolescent growth spurt occurs during the last years of this period, but the age at which it begins can

vary by several years from child to child. Girls usually experience this growth spurt before boys. The age at which the growth spurt occurs is influenced by the child's genetic make-up and general health.

Preschoolers are capable of many relatively simple physical movements, but it is not until the school years that children become skilled in more complicated tasks. Motor skills are dependent upon physical development, brain maturation and practice. Fine muscle control also improves during this stage resulting in improved coordination and increases in strength.

The muscle tissue of the school age child is still very immature, causing fatigue and some awkwardness of movement. Organized sports often begin during the school years, but the immaturity of bones and muscles requires that limits be placed on school children's physical exertions or they may injure themselves.

Guiding the behavior of children, helping them to develop values, encouraging good relationships with others, and building a healthy personality are important tasks for those who work and/or live with children. It is important to remember that children learn with or without formal instruction. Persons working closely with young children are often unaware that they are models of acceptable behavior and attitudes. The effectiveness of this modeling, or guidance, depends on an understanding of the child, the quality of the environment, and the goals for the child's behavior that have been set by the adult.

The following may be helpful in guiding the behavior of children:

1. Know the children. Be aware of the general characteristics of children at each age level. Be aware of each child's home environment, health, interests, etc.

2. Decide on goals and values as they relate to the child's behavior and learning.

3. Establish positive, friendly relationships with the children.

4. Accept the child's feelings about that child and other people.

5. Set limits necessary for the child so that the child may continue to build acceptable behavior patterns.

6. Provide for the release of acceptable feelings through

the use of materials and activities that allow the child to safely vent feelings.

7. Attempt to find the cause of a child's unacceptable behavior. If necessary, make changes in the environment, the limits set, or your way of relating to the child.

8. Praise and encourage acceptable behavior.

Today, the child development point of view emphasizes the importance of helping the child become a self-directing person. Both inner urges and outer pressures need to be considered.

Activity Section:

Complete the activities by following the directions given for each.

ACTIVITY #7

Children's Art

In a December, 1979, article in Parent's Magazine, Stewart Alter suggests: "It may not provide the keys to his personality but your child's art will give you valuable clues to his development and to the way he sees the world." He also suggest that most theorists agree that children are not trying to draw visual likenesses of what they see. They are primarily drawing what interests them at that moment. This activity enables you to explore the development of children through their drawings.

1. Select three children of three different ages, each about two years apart (i.e. 3-5-7, 3-7-9).

2. Ask each child to draw a picture of the child's family.

3. When the child has completed the picture, ask the child to tell you about the picture. Record the child's comments.

4. Include the drawing in your report. Label each picture with the child's name.

5. Describe the children - sex, age, physical traits.

6. Discuss the comments or explanations each child made about their picture.

7. Using the stages of art listed below, note any similarities you see between the described stages and the children's drawings.

   1 - 2 1/2 years old - random scribbling, physical act of hand pushing pencil across paper

   2 1/2 - 3 1/2 years old - controlled scribbling, visual control over where pencil marks occur

   3 1/2 - 4 + years old - naming of scribbling, shift from control over the lines to understanding of symbols created by lines. Example: circle on top of line may symbolize a tree. Objects seem to float on the page. No awareness of top, bottom, or right side up

   5 years old - fewer objects floating in space, improved sense of right side up, understanding of relative sizes of objects

   6 years old - objects in picture are frequently lined up on a base line across the bottom of the paper

   7 years old - more realism in the appearance of the objects drawn

8. Compare and contrast the children's pictures and comments.

9. Make an opinion statement of what you learned about children's art and their ability to communicate at different stages of development.

ACTIVITY #8

Aggression In Middle Childhood

Aggression has been explained as the effect of frustration, of modeling aggressive behavior, biological predisposition (heredity), environmental experience (TV, models), and possibly the sex of the person. This activity will provide an a opportunity to view aggressive behavior in groups of children.

1. Observe school-age children at recess, on a playground, or during more structured activities such as a physical education class or an organized sport. A group with both sexes represented will give you a more accurate picture.

2. Observe the group for 15 to 30 minutes. If possible, get close enough to hear communication taking place.

3. Watch for evidence of aggressive behavior, both verbal and physical.

4. Record what you learned and any conversations you overhear.

5. Describe the children as a group - age, sex, income level, ethnic group.

6. Describe the setting.

7. Discuss any aggressive behavior observed.

8. Compare and contrast the differences in verbal and non-verbal aggression observed.

9. Were you able to determine a cause for any particular behavior?

10. Did you note any differences in the way aggression showed itself in boys and girls?

11. Did you see any aggressive behavior that was physically threatening to the other children?

12. Make an opinion statement as to what you learned or how the observation reinforced your understanding of aggression and social development in childhood.

Post Test:

Directions: Answer the following questions in the space provided with + for true and 0 for false.

_____ 1. The cephalo-caudal principle involves physical growth that begins with the head and proceeds downward.

_____ 2. Gross motor activities involve using one's large body muscles.

_____ 3. An example of a fine motor activity would be crawling.

_____ 4. Person permanence is said to exist when people who are not present are understood to still exist.

_____ 5. The establishment of a long-lasting, intimate relationship between a baby and a caretaker is called detachment.

_____ 6. Distress in the presence of newcomers is called stranger anxiety.

_____ 7. Mastery of walking, running, and avoiding obstacles usually occurs by the end of the toddler period.

_____ 8. We say that a child is egocentric when able to see things from another person's point of view.

_____ 9. "Milk!" (meaning: "I want more milk") is an example of a holophrase.

_____ 10. Jill insists on doing everything for herself. She is displaying autonomy.

_____ 11. As children mature they become more interested in parents and less interested in peers.

_____ 12. Piaget believes that children learn to think by acting on their environment.

_____ 13. Logical thought is typical of preoperational children.

_____ 14. In dramatic play the children are acting out real-life experiences.

_____ 15. According to Erikson, preschool children frequently think about and initiate behaviors.

_____ 16. When children fell competent and productive, they develop a poor self-esteem.

_____ 17. School-age children are in a stage of personality development which involves a struggle between developing a sense of industry or a sense of inferiority.

_____ 18. In general, fat decreases and muscle tissue increases in middle childhood.

_____ 19. Aggressive acts and antisocial behavior peak during middle childhood.

_____ 20. Play permits children to work through difficult experiences.

Answer Keys:

Module 1 Pretest		Module 1 Post Test	
1.	+	1.	+
2.	+	2.	+
3.	0	3.	0
4.	0	4.	+
5.	+	5.	0
6.	0	6.	+
7.	0	7.	+
8.	+	8.	0
9.	0	9.	+
10.	0	10.	+
11.	+	11.	0
12.	+	12.	+
13.	0	13.	0
14.	+	14.	+
15.	+	15.	+
16.	0	16.	0
17.	+	17.	+
18.	0	18.	+
19.	+	19.	0
20.	+	20.	+

Direct Instruction and Self-Taught Instruction

Job Skill:

Demonstrate awareness of the growth and development of children with special needs.

Performance Objective:

Identify the needs and differences of exceptional children with 80% accuracy.

Materials and Other Resources Needed:

This module
Paper and Pencil
Telephone directory
Classroom of preschool or young elementary students

Pretest:

Directions: Answer the following items in the space by matching the following terms with the best definition.

_____	1. Gifted	A.	emotionally upset
_____	2. Mentally Retarded	B.	difficulty learning in one particular area
_____	3. Visually Handicapped	C.	below average intelligence; unable to learn what the normal child can learn.
_____	4. Physically Handicapped	D.	Children reared in poverty
_____	5. Emotionally Distrubed	E.	unable to see clearly
_____	6. Socially and Economically Disadvantaged	F.	unable to hear well
_____	7. Learning Disabilities	G.	child's speech is difficult to understand
_____	8. Speech Handicapped	H.	children with physical problems
_____	9. Hearing Disabled	I.	children with high level of intelligence, creativity, and talent
_____	10. Needs tension relieving activities	J.	Gifted
_____	11. Hyperactivity	K.	Mentally Retarded
_____	12. Learns more slowly than average child in almost all areas	L.	Visually Handicapped
_____	13. Lacks certain commonly expected early experiences	M.	Physically Handicapped
_____	14. Needs books and cards with large letters and pictures	N.	Emotionally Disturbed
_____	15. May benefit from having a hearing aid	O.	Socially and Economically Disadvantaged
_____	16. May need a speech therapist	P.	Learning Disabilities
_____	17. Need advanced information and material	Q.	Speech Handicapped

_____ 18. Includes children with long-term illnesses

R. Hearing Disabled

Information:

Read the following information before attempting the accompanying activities.

Every child is special, or exceptional in that each individual is unique. Children differ in levels and quality of development. Because of this most children have special educational needs at one point or another in their lives. Some children need special attention more often and more regularly than most. This group includes a wide variety of children ranging from those who are physically handicapped to those who are emotionally disturbed or who are experiencing intellectual development that falls behind or is well ahead of their peers.

The standard nine groups of exceptional development include:

Emotionally disturbed
Learning disabilities (problems with learning)
Mentally retarded
Socially and economically disadvantaged (the poor)
Visually handicapped (the blind or partially blind)
Hearing disabled (the deaf or partially deaf)
Speech handicapped
Physically handicapped
Gifted

Each of the above groups will be discussed in this section.

The Emotionally Disturbed Child

Signs of emotional upset are common during early childhood. They may range from the most severe, such as infant autism wherein a child withdraws almost totally from other people, through more moderate problems of conflict with people and things.

Generally, a child may be identified as emotionally disturbed if the child's misbehavior is too extreme, happens too often, and lasts too long. Another example of emotional upset in a child may be seen when a number of problems appear at the same time in the child's life. The child who begins to wet the bed again; is unable to fall asleep early; insists on always having a favorite toy or blanket; cries a great deal; and refuses to play may be said to be emotionally disturbed. If such behavior patterns are so numerous and intense they get in the way of the child's enjoyment of life and are a burden to the child and the family, the possibility of professional help should be explored.

Learning Disabled

The qualities that characterize the child with learning disabilities are:

Does not learn from classroom instruction that helps most children.

Has an average or above average level of intelligence.

There are no physical, emotional, or cultural handicaps.

This means that a learning disabled child is not mentally retarded, emotionally disturbed, nor culturally disadvantaged (poor). All it means is that the child does not learn from the usual classroom instruction. However, when given the right instruction for the child in question, the learning disability seems to disappear.

One should suspect some degree of learning disability in children who have any combination of the following:

Difficulty telling the difference between shapes, letters and numbers.

Poor visual memory - forgetting what is seen and read.

Unable to tell the difference between different sounds or words.

Poor eye-hand muscle coordination - difficulty making hand do what eyes see.

Has a hard time moving from one activity to another.

Hyperactivity - unable to concentrate on a structured activity.

Poor self-image - thinks of self as anything but normal.

Mentally Retarded

Mental retardation may be defined as below average intelligence. It is common for the mentally retarded child to be unable to learn what a normal child can learn.

The degree of retardation is an important issue in deciding how best to teach the child with this handicap. The mild to moderately retarded child may be placed in a classroom with "normal" or average children. The retarded child's progress will, most likely, be slower than that of the other students in the class. Usually, more praise and rewards may

be needed for successes in learning. Also, learning tasks will be shorter, easier, and repeated more often.

One might suspect mental retardation in children who have the following:

Unable to follow directions with many steps.

Has difficulty choosing activities.

Copies rather than creates.

Has a hard time concentrating and learning.

Cannot use what was learned in one activity to do something else.

Unable to see likenesses and differences in object.

Slower development than other children (walking, talking, toilet training, etc.)

Uncoordinated, awkward.

Socially and Economically Disadvantaged

Poor children, for whom the school's traditional programs do not seem to be useful, are labeled socially and economically disadvantaged. We find in this group children reared in poverty, whether in city or county settings. Many within this group are minorities who have experienced discrimination.

The idea that these children are disadvantaged comes from the view that they enter school without the skills needed for success in the classroom. A large number of them have some failure in school.

It is important to realize that this problem does not come from a deficiency (short-coming) within the child. Rather, it comes from the limits caused by poverty. Also, the school setting is different from the child's home and neighborhood.

Signs of a socially and economically disadvantaged child include:

Poor health.

Unable to cope with studies in school.

Poor verbal development - may not use the standard English required in school; may have a small vocabulary.

Scores low on Intelligence tests.

Poor social skills - does not know how to get along with others.

Visually Handicapped

A physical problem that may pass unnoticed, but that occurs frequently, is an inability to see clearly. As many as one in four or five children of elementary school age may have visual defects. This handicap varies from mild visual problems to total blindness.

The presence of the following may indicate a vision problem:

Crossed eyes.

Uncontrolled rapid movement of the eyeball.

Rubbing of eyes.

Holding objects close to eyes.

Squinting.

Awkwardness in games needing eye-hand coordination.

Complaints about ability to see.

The blind child will need to learn through the other senses and must learn to do all the things safely and successfully. Children with partial sight need different books and learning materials as well as lots of time to rest their eyes.

Hearing Disabled

The child with a hearing disability is simply a child who does not hear well. This is a very common problem especially in the preschool years when ear infections often occur.

A child with the following behavior may have a hearing disability:

Does not talk.

Does not seem to understand what is said.

Does not respond when spoken to in a normal tone of voice.

Speech is unclear, difficult to understand.

Talks more softly or loudly than most children.

Often asks that a sentence be repeated.

Has a constant cold, running nose, or frequent earaches.

Hearing losses can result from many causes. Sometimes the loss can be improved through surgery; but if the loss is permanent, professional help will be needed. Although hearing aids do not help all forms of deafness, they can make a difference in many cases. Hearing aids combined with speech therapy and training in listening skills are helpful for many children suffering from loss of hearing.

The child who has never heard has a greater problem than one who has lost the ability to hear after learning to talk. Both of these groups of hearing disabled children have greater needs than partially disabled children.

Speech Handicapped

A child is considered to have a speech problem when the child's speech is generally impossible to understand and the child is older than three or three and a half years old. The three most common speech problems are:

Trouble saying words correctly.

Delayed speech - child does not begin to talk at the normal age.

Stuttering.

Stuttering is a problem where the child repeats whole words or parts of words. The child may also have a hard time saying the beginning of sentences or certain words. Stuttering often goes away by itself if teachers and family do not react to it with concern and tension. It is often the result of one thinking faster than one can talk. Sometimes it is caused by stress or fatigue.

Most speech problems are overcome with the passage of time and patient assistance from parents and teachers. More intense speech problems require the help of a speech therapist.

Physically Handicapped

Children can have many different physical or motor problems. Although many of these physical problems do not create learning difficulties they often make it hard for the

child to do the work expected by the school. The most severe physical problems are usually cared for at home or in hospitals. However, the moderately handicapped child can often attend regular classes with only minor changes in the school setting.

Included in this group of children with special needs are those with cerebral palsy who are physically handicapped as a result of brain injury before or at birth. Children with long term illnesses such as epilepsy, heart defects, cystic fibrosis, and asthma; and children with physical birth defects are also included.

Gifted

Children are considered gifted who have a high level of intelligence, creativity, and talent. They can be identified in a number of ways including performance on intelligence tests, achievement in school, teacher observation. Giftedness is usually tied to high intelligence, but it is possible for a child of average intelligence to be considered gifted in just one area. (Example: art or music).

Gifted children tend to learn quickly and remember what they have learned. They are usually verbal (talk a lot) and enjoy reading. It is common for the gifted child to learn to read early and gain a large vocabulary at the same time.

The education of gifted children in the early years is usually based upon one of two approaches: enrichment, where the child is given additional or advanced work; and advancement, where the child is either placed ahead a grade or admitted into school earlier.

The way in which a child is special influences the teaching methods and learning setting needed.

The emotionally disturbed child needs tension-relieving activities. These may include: play with water, mud, dough, soft clay; dramatic play; hammering and pounding; throwing things such as bean bags and balls; almost any kind of large muscle activity that does not have to be highly controlled; and fingerpainting or other types of smearing activities.

Sometimes it is also helpful to relax the standards for behavior somewhat, in order to take stress off the child. This does not mean that the child is allowed to do anything desired. Rather, the teacher enforces only the more important demands, particularly those dealing with safety.

A system of rewards and praise is also helpful in working with the emotionally disturbed child. It is important to find those things that the child values to use as rewards, if the system is to work.

The learning disabled child may have one of several learning problems. In working with such a child it is important to identify the exact learning problem, outline some goals for the child's development, plan a program aimed at the learning problem, and finally, look for improvements in the original problem to see if the program is successful. Often it is necessary to make the learning activities a bit less difficult while teaching directly to the area of weakness. This sometimes means that the learning activity needs to be broken down into smaller, more simple steps.

As with the emotionally disturbed child, a system of rewards and praise is helpful in working with the learning disabled child.

The mentally retarded child needs much the same approach to learning as does the learning disabled child. The primary difference is that the mentally retarded child has learning problems in many areas where the learning disabled child does not.

The mentally retarded child needs lots of examples, rules, and constant reinforcement (praise and rewards) of desired behavior. As much as possible, treat the child as you would all children in a group.

Some other specific suggestions for working with the retarded child include:

Remember that retarded children learn best what they repeat most often.

Teach the child behaviors that can be used throughout life.

Allow lots of time for learning.

Encourage the child to keep trying and to finish what is started.

Teach one thing at a time.

Show the child what you mean rather than simply tell the child.

Encourage the development of speech. Wait for the child to talk when spoken to.

Show the child you are pleased with its activities and that you like the child.

The socially and economically disadvantaged children need a wide range of experiences and opportunities in the classroom. They lack certain commonly expected early experiences because they have received different care, parental teaching, and value development. The program for these children needs to provide a balance between order and freedom in a dependable setting, which permits freedom to explore, to ask questions, and to expect and receive answers from adults. It is helpful to actively involve the children's parents in the program.

The learning activities need to be based on an understanding that socially and economically disadvantaged are not retarded. Every effort should be made to include activities and experiences that expand their view of the world. There may be a need to help the child master language particularly in the form used in the school setting.

The visually handicapped child benefits from material for the visually impaired. These include books and cards with large letters and pictures and magnifying glasses. These children need a front row seat for most activities so that they will be better able to see.

This is the child who can excel at listening games and activities. Success in these areas can help the child to feel good about itself.

The hearing disabled child benefits from visual activities where the visually handicapped benefits from listening activities. It helps the child if the teacher makes certain that the child can see the child's own lips while speaking. The child should be encouraged to watch the teacher's lips and learn to read lips. Careful observation of the child's participation with the group will avoid the forming of the habit of withdrawal because of an inability to hear.

The child with speech problems often needs the assistance of a speech therapist. In addition to this, a calm, helpful, and accepting manner in a relaxed climate is an effective method of work with these children. The teacher must be careful not to embarrass the child by over-correcting what the child says. Sometimes it helps to simply repeat back to the child what has been said in a correct way. It is important for the teacher to be able to insure that the problems of these children are not being copied by or developed in other members of the group.

With the physically handicapped child, the type and degree of the handicap determines the program. Sometimes the physical environment, or arrangement of furnishings in the classroom, may need to be changed for the sake of the child.

It also may be necessary to design learning experiences and movement activities so that they are within the range of things the child can do.

In teaching gifted children, it is wise to provide them plenty of opportunities to explore subjects that interest them. The child might benefit from the following:

Investigating how things work.

Building additional language skills.

Obtaining more advanced information and materials especially in the area of science.

Above all, the use of instructional methods that encourage problem solving and creative thinking should be used.

It is easy to become so caught up in the differences of an exceptional child that one loses sight of the fact that the child is largely like other children and should be treated as such. Acceptance of the child's limitations as well as development of the child's strengths is the balance to achieve. Some children will in time overcome a disability entirely, but others will not be able to do this. Helping the parents and the child accept this fact, as well as oneself accepting it, is helpful.

The most common pitfall in working with an exceptional child is that of overprotection. By so doing, the child does not have the opportunity to be as normal as one might be. Generally the child should be encouraged to participate in every activity, with changes provided only when necessary so the child will be both safe and successful.

Some parents and teachers set their expectations too high and will not make any exceptions for the child with a handicap. This causes unnecessary stress. It is better to be realistic about the child's ability to succeed. Sometimes it helps to note each small step as the child attains it, rather than watching only for major achievement. By so doing, both parents and teachers can see progress coming bit by bit.

It is important to keep records of the child's development. Since progress with all children occurs a little at a time, it is easy to feel discouraged and lose sight of how far a child has come. Keeping records on an exceptional child is especially important so that they may be added to the child's medical records or used to plan for future needs.

The teacher, or aide, has two primary responsibilities to exceptional children. First, one must serve as a screening agent by watching for possible problems that a child may have, whether they are physical, emotional, or mental. Following this, the teacher should attempt to refer the child and the child's parents to the needed specialist.

Second, the teacher must do everything possible to help the exceptional child fit into the group. As was mentioned before, it is important that the child be treated as a normal child as much as possible. Also, the child's independence should be encouraged without demanding skills that lie beyond the child's ability.

In teaching exceptional children, it is helpful to have concern and caring rather than sympathy and pity; flexibility in dealing with goals and methods for reaching goals; willingness to share problems and concerns with others who can help; optimism; and the ability to accept some degree of failure as well as success.

Activity Section:

Complete the activities by following the directions given for each. It is recommended that the student do all of the activities in this packet.

ACTIVITY #1

There are a number of local, state, and national organizations concerned with children who have specific needs. Make a list of special services available to the exceptional child in your community.

1. List the name and address of the organization.

2. Identify the exceptional children they serve, i.e., gifted, emotionally disturbed, mentally retarded, etc.

3. Describe the service they provide.

4. After finding as many organizations as you can, describe how this list might be useful to you in the future.

ACTIVITY #2

You and the Handicapped

Some people are very uncomfortable when around a handicapped person. They stare, or look away. Some people make jokes or imitate the disability. Others simply behave as they would with any other person.

Answer the following questions to better understand how you feel about interacting with handicapped people.

1. What is a handicap?

2. Do you have any handicaps?

3. Do all handicaps show?
   List some that show and some that do not.

4. Would you date a blind person? A physically disabled person? A person who was deaf?

5. How would your life be different if you couldn't hear? See? Walk?

6. Have you ever been embarrassed to be with a handicapped person?

7. Would you be embarrassed to ask a handicapped person a question about the person's disability?

8. Have you ever made fun or imitated a person with a handicap?

9. Has anyone ever made fun of you because of a physical trait, or your personality? If so, how did you feel?

10. How would you feel if you had a mentally retarded sister or brother?

11. If you were handicapped, how would you want to be treated?

12. If you saw an obviously blind person having trouble locating something or a direction, what would you do?

13. What do you feel when you see a physically handicapped person?

14. What did you learn about yourself by answering these questions?

ACTIVITY #3

Visit to a Classroom

It is common to find exceptional children in a classroom with those who do not have handicaps. This is called "mainstreaming". The activity will give you the opportunity to see how a teacher helps the exceptional child "fit in" and participate in the classroom.

1. Visit a local preschool or elementary school. To do so, make an appointment with the person in charge.

2. Plan to spend at least one hour in the classroom while the children are present.

3. Observe how the room is arranged. Do you see any special equipment or materials for exceptional children?

4. Observe the children in the class. How many children are there? How many exceptional children and in what way(s) are they exceptional?

5. List ways the teacher adjusts activities for exceptional children.

6. List activities in which exceptional children participate as regular members of the group.

7. Give examples of how the teacher encourages the children, especially the exceptional children.

8. Talk to the teacher, if possible, about the things that are done in the classroom to help the exceptional child.

9. Make an opinion statement as to how you felt, what you learned, or how this activity helped you to understand the concept of "mainstreaming".

Post Test:

Directions: Answer the following questions in the spaces provided with a + for true and an O for false.

_____ 1. Children who have special educational needs are always classified as exceptional.

_____ 2. Signs of emotional upset are common during early childhood.

_____ 3. A learning disabled child is a mentally retarded child.

_____ 4. Socially and economically disadvantaged children are those who live in poverty.

_____ 5. Mental retardation may be defined as below average intelligence.

_____ 6. The mentally retarded child learns to walk and talk at the same time as average intelligence children of the same age.

_____ 7. A visual handicap is one that often goes unnoticed until the child enters school.

_____ 8. Hearing disabilities rarely occur in the preschool years.

_____ 9. The hearing disabled child usually has difficulty learning to talk.

_____ 10. Physically handicapped children must always be put in special classes.

_____ 11. Long-term illnesses such as epilepsy, cystic fibrosis, and asthma are not considered physical handicaps.

_____ 12. Gifted children are not creative children.

_____ 13. Gifted children tend to learn quickly.

_____ 14. The emotionally disturbed child benefits from tension-relieving activities.

_____ 15. It is not necessary to make learning activities simple and uncomplicated for children with learning disabilities.

_____ 16. The mentally retarded child has learning problems in a number of areas where the learning disabled child does not.

_____ 17. A system of rewards and praise is helpful in teaching exceptional children.

_____ 18. The socially and economically disadvantaged child needs to be taught good manners more than anything else.

_____ 19. Exceptional children are, for the most part, like other children.

_____ 20. In working with exceptional children, the teacher serves as a screening agent.

ANSWER KEYS

Module 2

Pretest

1. G
2. C
3. E
4. H
5. A
6. D
7. B
8. G
9. F
10. N
11. P
12. K
13. O
14. L
15. R
16. Q
17. J
18. M

Module 2

Post Test

1. 0
2. +
3. 0
4. +
5. +
6. 0
7. +
8. 0
9. +
10. 0
11. 0
12. 0
13. +
14. +
15. 0
16. +
17. +
18. 0
19. +
20. +

Direct Instruction and Self-Taught Instruction

Job Skill:

Create and maintain a safe and healthy environment.

Objective:

Demonstrate an awareness of a safe and healthy environment with 80% accuracy.

Materials and Other Resources Needed:

This module
Paper and pencil
A children's playground
A child's home, a child care center, or a school for young children.

Pretest:

Directions: Answer the following with + for true and 0 for false.

_____ 1. Young children depend on adults to provide them with a safe and healthy environment.

_____ 2. Children do not become so involved in play that they forget to be careful.

_____ 3. A child care center's safety rules need not be in writing.

_____ 4. Children may safely be left unsupervised for short periods of time.

_____ 5. Teachers are models of good behavior.

_____ 6. It is not necessary to have a parent's permission to treat a child in an emergency situation.

_____ 7. Child care staff members need to know first aid.

_____ 8. Young children should be checked for signs of illness when they arrive at a child care center.

_____ 9. An irritable (grumpy) child may be a sick child.

_____ 10. The giving of medication to children at a child care center is always permitted.

_____ 11. A child care center needs to be cleaned only once a day.

_____ 12. Teachers and aides do not have any cleaning duties.

_____ 13. A wet or soiled diaper should not be placed directly on a crib sheet or the floor.

_____ 14. It is safe to leave a small infant alone on a changing table for a short period of time.

_____ 15. Cleanliness and sanitation standards in a child care center are the same as for a home.

_____ 16. It is only necessary to clean the toilets, sinks, and floors in bathrooms for young children.

_____ 17. Young children need help in learning to wash their hands.

_____ 18. It is not necessary to post emergency phone numbers by the telephone if there is a phone book in the center.

_____ 19. Many young children become upset when they discover that they are hurt.

_____ 20. A child care center needs a plan of action for emergency care of children.

Information:

Read the following information before attempting the accompanying activities.

Children depend on adults to provide them with a safe and healthy environment. Many children become so involved in play and exploration that they forget to be careful. The young child's lack of experience leaves that child open to dangers in the environment.

The primary responsibility for the health and safety of a child belongs to the parents. However, when a child is placed in a child care center, the responsibility for the health and safety of the child shifts to the center and its staff.

It is necessary to provide a safe environment, both indoors and outdoors. These areas should be checked frequently for safety hazards. One might watch for such things as: slippery surfaces where children walk; unstable play equipment; broken toys; sharp edges on toys or furniture; broken glass; unsteady ladders; "splintery" boards and blocks; loose gravel, sticks, or stones on the playground as well as holes, roots, and stumps. Once a safety hazard is found, it should be removed or repaired.

It is important to plan and carry out a system that provides for meeting the emergencies that arise in the child care center. This should include fire safety procedures, natural disaster safety procedures, and bomb scare procedures. For each, there should be a written plan of action with which all staff members are familiar.

A child care center needs to have clearly defined safety rules for children. It is not enough that the staff members know these rules. They must be models of safe behavior to the children and teachers of the rules of safety. Alert supervision by the teacher is necessary in order to enforce these rules and to safeguard the children.

Every child care program should provide for emergency care of children in case of accidents, injuries, or severe illness with high fever that requires immediate medical attention without time to notify parents or get their permission. Because emergencies occur even in the most carefully planned programs, it is important to post an emergency list beside the telephone including the name, address, and telephone number of the closest emergency medical center. It is helpful to have a minimum of two adults caring for each group so that one is always able to stay with children when a child needs emergency care or attention.

Every center for children should have a well-equipped first-aid kit, and the staff should have a good understanding of first aid. It might be helpful to have a current Red Cross First Aid Textbook on hand as well. The staff needs to know how to care for minor cuts and scrapes, minor burns and minor falls. It is important that they know how to safely remove a foreign object from a child's eye, ear, skin, throat or airway. The staff should be prepared to care for emergencies that range from bites to treatment of shock. In addition, it is important to learn ways to calm the injured child. Many young children become very upset when they discover that they are hurt. It takes a calm, caring attitude to comfort the injured child.

Sometimes a child becomes ill while at the child care center. When this happens, the child needs to be separated from the others to provent the spreading of the illness. The center should have a place where the child can be made comfortable while waiting for a parent to arrive. Because children can become sick suddenly, it is necessary to check children for signs of discomfort or illness when they arrive and throughout the day. Watch for the following signs:

Red, watery eyes
Flushed face
Pale face
Excess warmth of skin
Rash on body, arms, legs, neck or face
Runny nose
Coughing
Sneezing
Restlessness and/or irritability
Complaints of discomfort
Nausea and vomitting
Diarrhea
Sores on arms or legs
Swollen glands

If it is believed that a child may be running a temperature, the auxiliary method of taking the child's temperature is often recommended. Follow the steps listed below when using the auxiliary method.

1. Be sure the thermometer has been shaken down to where the mercury is seen below the 97° mark.

2. Bulb of thermometer should be placed in the child's armpit.

3. Hold the arm close to the child's body and allow thermometer to remain there for five minutes.

4. Remove thermometer, read and record temperature so that the information may be given to the child's parents.

5. After use, the thermometer should be cleaned with liquid soap and warm (not hot) water, shaken down below the 97° mark, and returned to storage.

The giving of any medication at a child care center is usually allowed only if certain guidelines are followed. Medication includes aspirin which should not be given to children under any circumstances unless there is written permission from a parent or guardian. The following guidelines should be considered in giving medication:

1. Written permission from parent or guardian.

2. Written directions from physician.

3. Keep medication in original container.

4. Keep in locked cabinet.

5. Keep a record of when and by whom each dosage of medication is given.

It may be necessary to care for special conditions that the child may have. If the child has seizures, fainting spells, asthma, diabetes, allergies, nose bleeds, cystic fibrosis, or other conditions that need special attention, it may be helpful to talk with the child's parents and together plan how to take care of such a problem. Directions for the child's care should be included in the child's file.

In addition to doing everything possible to create a safe environment, it is necessary to keep the health standards high. A day-to-day supervision of the sanitary conditions of the center is needed. This includes emptying garbage and removing unsanitary materials, carrying out adequate cleaning tasks, replacing cleaning supplies as needed, and replacing first aid supplies.

In centers that care for infants and toddlers, it is necessary to provide a special diapering area that is kept especially clean. The following guidelines for this service to the children might be helpful.

1. There should be plenty of diapers.

2. There should be a system for storing both clean and soiled diapers.

3. A child should never have to remain wet or soiled, so change the baby often.

4. Provide for sanitary disposal or storage of soiled diapers out of the reach of children.

Use the following method for diapering a child.

1. Place a clean cover over the diaper changing surface each time it is used.

2. Never place a soiled diaper directly on a crib sheet or the floor.

3. Always clean baby's buttocks with a single use, disposable wipe.

4. Place open diaper pins where the child cannot reach them.

5. Protect child with finger between open pin and body when securing the diaper.

6. Change any outer clothing or bedding that becomes wet or soiled.

7. Never leave child on changing table alone.

8. Wash your hands after changing a diaper.

Disease and infection are usually spread by contact. Direct contact is from touching someone. Indirect contact is through touching objects and surfaces. To limit the disease and infections in a child care center requires regular cleaning. This is usually done by a cleaning service.

Although the primary tasks of the child care center's teachers and aides is to care for and watch children, there are times when clean up jobs cannot be postponed until a cleaning team arrives. When this occurs, it is necessary for the teachers to do some housekeeping duties to keep the environment safe and clean. Child care staff should have the equipment and cleaning supplies, and know how to use them so that they can do the hour by hour clean up as needed. Some things that should not be postponed might include bathroom messes, dirty toys, spills on furniture and floors, etc. Remember, the cleanliness and sanitation in a center have a different, higher standard than housekeeping in a home situation. This is because of the risk of spreading disease and infection to a number of children and their families.

Bathrooms are an excellent area for spreading disease causing germs. Young children are careless in use of bathrooms. They do not have proper toileting and washing skills and need help to learn them. Because of this, once a day cleaning by a custodian is not enough to keep a toilet area clean. Careless cleaning of surfaces in toilet areas does not sanitize or kill disease causing germs. It is necessary to use a cleaning solution of disinfectant on all bathroom surfaces which the children may touch. These include walls, sinks (including the underside), toilet exteriors and seats, floors, doors and door knobs, and potty chairs. Toilet bowls need to be scoured with a toilet bowl cleaner. More complete instructions for keeping a safe and healthy environment in a child care center may be found in the Child Day Care Manual published by the Arizona Department of Health Services.

Keeping a healthy environment reaches into every aspect of child care. Not only is it important to keep the center clean for the children, it is also important to keep the children clean. They will need to have hands washed after toileting, after certain outdoor play and art projects, and before and after meals. Infants and toddlers may need more thorough cleaning of their bodies because they tend to get dirty during the day. They will need special cleaning after a meal, possibly after playing on the floor, and certainly when a diaper is changed. Attention to this part of the child's needs is very important. As children experience a healthful school environment, use good health and safety practices, and take part in a program that is right for their needs, they can develop into healthy children who have physical, mental, and social well-being.

Activity Section:

Complete the activities by following the directions given for each. It is recommended that the student do all of the activities in this module.

ACTIVITY #1:

1. Visit a playground for young children.

2. Identify any possible safety hazards.

3. Decide what could be done to correct or remove the safety hazard.

4. Identify anything that is done to make the playground a safe one.

ACTIVITY #2

In this activity you are to evaluate a children's setting for its safety. You may visit a care center, nursery, preschool, kindergarten, or private home. In Activity #1 you were to look at an outdoor setting for children. In this activity, you are to look inside the center, home, etc.

1. Make an appointment for your visit.

2. Describe the setting.

3. List basic safety features of the toys, equipment, furnishings, and rooms.

4. Use the checklist below to identify features in the environment that provide for the safety of the children. Answer with a yes or no.

		Yes/No
(1)	Electrical outlets are covered.	_____
(2)	No extension cords or electrical wires were hanging loose or in reach of children.	_____
(3)	Furniture was well constructed and safe for use by children.	_____
(4)	Furniture was washable.	_____
(5)	Chairs, tables, and other furnishings were child-sized.	_____
(6)	Door latches and locks were secure from children's reach.	_____
(7)	Rugs were secure to prevent skidding and wrinkling that cause tripping.	_____
(8)	Toys and equipment were in safe working condition and easy for children to use.	_____
(9)	Toys were stored in an organized way when not in use.	_____
(10)	Toilet areas were free of doors that would pinch fingers.	_____
(11)	Toilet area could be viewed by adults for safety of the child during use.	_____

Yes/No

(12) Toilets and sinks were low enough for a child to use easily. _____

(13) Hot water temperature in children's sinks was not hot enough to burn a child's skin. _____

(14) Kitchen equipment was out of children's reach or sight. _____

(15) Children were protected from handles and knobs on kitchen ranges. _____

(16) All play areas are in easy view of an adult. _____

(17) The area appears to be clean. _____

5. What changes would you make in the children's setting that you evaluated?

6. Would you consider the setting a safe one for children? Why or why not?

ACTIVITY #3

Every child care center needs a well-stocked first aid kit.

1. Make a list of supplies that you think should be found in a first aid kit in a child care center. Compare your list with the contents in a first aid kit found in a child care center.

2. Should the kit contain instructions for use? If so, what instructions would you include?

3. What emergency phone numbers should be on hand in case a child is injured, eats a poisonous substance, or becomes suddenly ill?

ACTIVITY #4

A child care center needs to have clearly outlined rules for safety.

1. Make a list of safety rules for a preschool with children ages three through five.

2. Plan a way to teach at least five of the safety rules to the children.

3. Write out each plan.

4. How do teachers act as models of good safety practices?

Post Test

Directions: Answer the following with + for true and 0 for false.

_____ 1. It is necessary to have a parent's permission to treat a child in an emergency situation.

_____ 2. Young children need to be carefully watched at all times.

_____ 3. Only one child care staff member at a center needs to know first aid.

_____ 4. Young children should be checked for signs of illness throughout their day at the center.

_____ 5. An usually quiet child may be a sick child.

_____ 6. A child care center does not need a written plan of action for emergency care of children.

_____ 7. Children do not need to be taught rules of safety at school because they learn them at home.

_____ 8. Loose gravel is a good surface for children to play on outside.

_____ 9. A child care center needs to have emergency phone numbers posted by the telephone.

_____ 10. Messes in a child care center need to be cleaned up when they happen.

_____ 11. A child care center does not need a first aid kit.

_____ 12. Play equipment needs to be constantly checked for safety hazards.

_____ 13. A parent's written permission is not needed to give a child aspirin in a child care center.

_____ 14. It is not necessary to have a special area for changing diapers.

_____ 15. It is not safe to leave an infant alone and unattended on a changing table.

_____ 16. Cleaning of a child care center is done by both the teachers and a cleaning service.

_____ 17. Soap and water is all that is needed to clean bathroom surfaces.

_____ 18. Toys should be cleaned often.

_____ 19. A sick child should be separated from the other children.

_____ 20. A disinfectant is used in cleaning because it kills germs.

ANSWER KEYS

Module 3

Pretest

1. +
2. 0
3. 0
4. 0
5. +
6. 0
7. +
8. +
9. +
10. 0
11. 0
12. 0
13. +
14. 0
15. 0
16. 0
17. +
18. 0
19. +
20. +

Module 3

Post Test

1. +
2. +
3. 0
4. +
5. +
6. 0
7. 0
8. 0
9. +
10. +
11. 0
12. +
13. 0
14. 0
15. +
16. +
17. 0
18. +
19. +
20. +

Direct Instruction and Self-Taught Instruction

Job Skill:

Maintain an environment which allows for the growth and development of children.

Performance Objective:

Demonstrate an awareness of the importance of maintaining an environment which allows for the growth and development of children with 80% accuracy.

Materials and Other Resources Needed:

This module
Paper and Pencil
Preschool children (optional)

Pretest:

Directions: Answer the following questions in the space provided with + for true and 0 for false.

_____ 1. Understanding the normal growth and development of young children is needed when planning activities and selecting toys and equipment.

_____ 2. The amount of growth and development that normally occurs during the first five years of life is very great.

_____ 3. From time to time during the first five years of life growth comes to a complete stop.

_____ 4. Development occurs in the same order for each person.

_____ 5. The rate or speed with which a child matures is about the same for each individual.

_____ 6. Children gain control over small finger movement before control of arm movements.

_____ 7. Growth occurs in several areas at one time.

_____ 8. All changes in growth and development can be easily seen.

_____ 9. During the first four months of life the infant is too young to enjoy changes of scenery.

_____ 10. The six month old is able to reach and grasp objects.

_____ 11. The average child of twelve months has learned to crawl or creep in some fashion.

_____ 12. The toddler treats other children as objects rather than as humans.

_____ 13. A two year old is too young to learn how to ride a tricycle.

_____ 14. The three year old can balance on one foot for a short period of time.

_____ 15. The average four year old is not very sociable.

_____ 16. The five year old is cooperative and anxious to gain praise.

_____ 17. A child's self-concept is the way that child views itself.

_____ 18. A child's self-concept is present at birth.

_____ 19. Handicaps and learning disabilities may cause a child to have a poor self-concept.

_____ 20. Severe punishment does not hurt a child's self-concept.

_____ 21. Successful experiences help children to develop a positive self-concept.

_____ 22. Children usually learn a skill the first time they try it, so they do not need time to practice new skills.

_____ 23. Children need to be allowed to do things without help.

_____ 24. Teachers should not take an active role in helping children develop social skills because that is the job of the parents.

_____ 25. Parents do not need to be included in planning the educational goals of the school.

Information:

Read the following information before attempting the accompanying activities.

Understanding the normal growth and development of young children is the most basic part of any child care program. The understanding is used to observe, study, and evaluate the individual differences in the development of each child. It gives direction to almost every part of the program, from selection of toys and equipment, planning of menus and general scheduling, to methods of discipline and control and daily planning of activities for individuals and groups of children.

The amount of growth and development during the first five years of life is very great. It takes place in a continuous flowing kind of way. At times it appears to slow down in some area while speeding up in others, but it does not normally come to a complete stop. Growth includes changes in the body's size and shape. Development usually includes changes in thinking ability and knowledge, in the ability to communicate, in motor ability, and so on.

Development is said to occur in about the same pattern, sequence, or order for each child. For example: an infant will be able to raise its head and chest before being able to roll over; crawling will occur before pulling to a standing position; all of these come before the child walks. Likewise, a child's drawing will develop from random marks, through scribbling, to more refined pictures of actual things.

Although the pattern of growth and development is well known, the rate or speed with which a child matures is different for each individual. We cannot expect a child of a certain age to behave a certain way simply because of age. There are many other things that affect the child's rate of growth and development such as, health, environment, level of intelligence, etc.

As you may recall from the information given in the first module, development proceeds from top to bottom and from the center outward. With this we see the control of the head and neck before control of the lower body. We also see control of large arm and leg movement before control of small finger movement.

Development also proceeds from general to specific. This type of development may be observed when an infant's flailing arm movements change to the ability to reach directly toward a desired object.

Growth occurs in several areas at the same time. These areas are: physical, intellectual, social, and emotional. The growth in any one of these areas is affected by and can affect the growth in all the other areas.

There appears to be "critical" periods of development which, if affected in a negative way, may cause harm to the child's total development.

Development is influenced both by the environment, what happens around and to us, and by heredity (what we are born with). The influence of both can be either good or bad.

Not all changes in growth and development can be readily seen. Certainly it is possible to measure changes in height and weight, but it is more difficult to see changes in a child's ability to understand a certain idea, or the changes in emotional development.

It is important to remember that growth and development cannot be forced. They can be helped by providing a warm, encouraging environment. It should be designed with the child's needs, interest, and level of maturity in mind. Development takes place within the child when the child is ready. Being aware of the changes in the child and altering the environment to meet the changes helps the child grow and develop without too much stress.

There are a number of developmental listings telling what to expect from children at certain ages. There are also lots of descriptions of characteristics of the "average" child at a particular age. These may be helpful in understanding children, and planning programs and activities for them. They should be used carefully. Remember that the guidelines are based on the "average" child. You probably will not have in your care an "average" child. Most children tend to fall slightly behind in a few areas, be ahead in some others, and perform at about the average in most area. With this in mind, the guidelines should be used with flexibility to meet the needs of children as individuals rather than as members of a certain age group.

The following lists provide a few very general statements about children and the approximate age to which the statements apply. These may help to increase your knowledge of and skill with young children.

0 to 4 Months of Age

Gains in control of neck and head movement.
Learns to lift the head and move it around when lying on stomach.

Rolls from stomach to back.
Discovers hands and plays with fingers.
Brings both hands together at the center of the body.
Responds to location of sound with movement or with eyes.
May be startled by loud noises.
Responds to smiling and talking.
Vocalizes and coos to self.
Smiles at people.
Knows mother.
Shows marked interest in father.
Is sober with strangers.
Enjoys watching mobiles - will hold a toy briefly if it put into the child's hand.
Enjoys variety in position, change of scenery, and interesting things nearby.

6 Months of Age

Learning to sit, first from a propped position and then alone without falling.
Reaches to grasp objects.
Becomes accurate in hitting an object within reach.
Holds a toy in one hand and transfers it to the other hand.
Rolls over from back to stomach.
Enjoys kicking while on back.
Enjoys splashing in bath.
Grabs and plays with feet.
First teeth have cut through gums.
Sense of hearing should be very acute.
Explore the immediate world with eyes, fingers, hands, and mouth objects.
Able to recognize the difference between strangers and familiar persons.
Becoming more sociable.
Beginning of a sense of humor.
Invites attention from others by making sounds and smiling.
May object when a caretaker leaves.
Begins to babble - combine consonants with vowel sounds.

6 to 12 Months of Age

Learns to pull self to a standing position while holding onto something.
Learns to crawl or creep.
May learn to walk unsteadily.
No longer content to lie on back or stomach. Needs space and opportunities for movement exploration.
Withdraws from strangers.

Around 8 months of age will join vocalized sounds into repeated patterns - such as dadadada.
By 10 months can detect and respond to the implied meanings of words spoken, be they playful, loving or angry.
By 12 months understands the use of common words, such as the child's name and "no". May speak one or two words with understanding of their meaning.
Plays "pat-a-cake" and "peek-a-boo".
Waves "bye-bye".
Shows growing skill in use of fingers - picks up things with thumb and index finger (pincher grasp).
Practices picking up objects and dropping them.
Shows enjoyment of rhythm.
Enjoys finger foods and self feeding.
Will begin to feed self with spoon.
Begins to cooperate in dressing and anticipates putting arms in sleeves; feet in socks, etc.
Good visual ability. Watches things happening at a distance. Can recognize the familiar from a ways away.

The One Year Old

Very mobile - crawls, moves about, pulls to standing and practices walking.
Learns to walk by about 14 months.
Determined to explore the physical environment.
Is not content to be confined in one place for any length of time.
Lots of accidents because of curiosity, exploration, incomplete understanding of danger, and incomplete body control.
Skillful in use of fingers and thumb - picks up tiny items, practices placing one object inside another, places covers on boxes, can turn pages of a book but not one at a time.
Wants to touch things.
Is learning about size, shape, weight, and texture. Needs a variety of play objects.
Is learning about the permanence of objects - that something exists even when it cannot be seen.
By 18 months the toddler is walking without help but falls often and easily. Can stop and start, walk backwards, run stiffly, but has trouble turning corners.
Learns to string large beads, build blocks 3 or 4 high, can throw a ball forward but cannot control its direction.
Can take off own shoes and socks.
Can use a cup and spoon without a lot of spilling at 18 months but may often finish meals with hands.

At 18 months can point to some parts of the body when named.
Can follow simple requests.
Can use about 10-12 words with meaning, but may imitate many more.
Shyness towards strangers decreases.
Enjoys imitating adult behavior.
Is interested in and treats another child like an object rather than a person.
Plays alone.
Brings things to adults.
Shows the beginning of the concept of private ownership. "Mine".
Wishes to take part in household activities.
Temper tantrums are common.
Responds to music and rhythm with body movements.
Needs outdoor activity with interesting toys.
Needs to be watched closely; accepts guidance rather than interference. Vocabulary of about 50 words, although can understand many more.
Combining words into short phrases or sentences.

The Two Year Old

Developing increased control of body and motor activities.
Great interest in large muscle activities.
Can run, jump, and climb, but is not always sure of balance.
Throws ball with overhand motion with more accuracy and distance.
Climbs stairs, first one step at a time, then learns to alternate feet at each step.
Learns to ride tricycle or pedal toys.
Improves eating skills. Spoon is held in proper position, small glass can be held with one hand.
Attempts to pull on garments, but needs help in dressing.
Undresses more easily than dresses.
Begins to learn bowel and bladder control.
Is often negative and says "No" to suggestions.
Has a short attention span.
Can do very simple shape puzzles, turn simple pages in a book, make circular scribbles with crayon or chalk.
May learn to cut with scissors, but not to cut on lines with accuracy.
Play is mostly solitary and parallel, but shows an interest in other children.
Begins fantasy and dramatic play.
Speaks in two and three word sentences.
Vocabulary usually is about 250 words.
Continues to treat other children more like objects.

Likes repetition.
Likes nursery rhymes and finger plays.
Is self-centered as may be seen in frequent use of "me" and "mine". This is a part of establishing self-concept and learning about ownership.
May be shy towards strangers.
Refuses to share.
Is in conflict with children the same age.
Gets along better with adults than with children.
Enjoys music, can learn simple songs.
Likes to "dance" or jump to musical accompaniment.
Enjoys books with familiar stories.
Piles blocks on top of one another or arranges them in rows on the floor.
Prefers routine and resists change.

The Three Year Old

Fast developing good motor control.
Can walk down stairs although may not alternate feet at first.
Can hop on one foot.
Can balance on one foot for a short time.
Can walk on tip toe.
Can turn corners when running.
Can undress with little difficulty and can perform some dressing tasks but has difficulty in telling front from back. Can pull on shoes. Can feed quite well but may be slow to finish a meal.
Learn to be independent in toileting and washing routine. "Accidents" may occur occasionally. May wet at night.
Enjoys riding wheeled vehicles.
More cooperative than two-year-old.
Skill in using hands increases; is content to sit and use hands to enjoy color crayons, chalk, etc., for short periods of time.
Can copy a circle shape. May draw a human figure consisting of head and legs (no body).
Builds more complicated structures with blocks.
Likes painting, sometimes putting one color on top of another, sometimes covering a whole page with color.
Likes to hear favorite stories and records over and over.
Can carry out simple instructions and errands.
Can work puzzles and usually get the proper pieces in after a great deal of experimentation with the positions of the pieces.
Likes to experiment with word sounds.
Average vocabulary of about 750 words.
Sentences spoken are longer.
Likes to imitate adult activities in dramatic play.

Can now share play things; wait for turn.
May have an imaginary playmate.
Can describe recent experiences but may mix fantasy with reality.
Likes to relive babyhood.
Is independent of parents in preschool.
Begin strong friendships with other children, with discrimination against others in group.
More parallel play than cooperative play.
Changeable behavior - shows maturity one minute and then needs to be able to be a "baby" again for awhile.
Is generally friendly, helpful and anxious to please.

The Four Year Old

Usually very active.
Good control of body movements - runs, stops, turns corners, runs up and down stairs, jumps over and down from obstacles.
Tries daring things.
Enjoys and requests playmates.
Shares with playmates.
Play is more cooperative, particularly with only one or two playmates at a time.
Able to share ideas as well as toys.
Is very sociable and talks a great deal. Vocabulary of about 1,500 words.
Speaks in four and five-word sentences.
Asks many questions about why and how.
Good use of grammar develops.
Can learn and repeat own name, address and age when asked.
Is often boastful, bossy and indulges in name calling.
Can recognize some colors and do some counting.
May enjoy copying letters, especially those in own name.
Has difficulty copying square or diamond shapes but can copy a triangle and circle.
Shows preference in use of one hand over the other when drawing and eating.
Draws "pictures" and may be able to tell about and name the objects drawn. These may or may not look like the real thing.
Draws human figure with arms and legs, and some facial features.
More arm and hand coordination and skill in such things as ball throwing and bead stringing.
Can learn to cut on a line.
Can lace shoes.
Can dress and undress self with a little help with some fasteners and with bow tying.
Emotions are close to the surface, behaviors tend to go to extremes.

Wants to know the rules and what is expected.
Is easily stimulated and over excited so needs quiet times.
New experiences excite this age - good age for field trips and interesting visitors.
Enjoys novel little changes in routine ways of doing things.
Greatly enjoys story times.
Usually loves learning and singing songs.
May try to gain attention or show off.
Is learning rapidly from all that is going on and through "thinking about things".

The Five Year Old

Physical abilities should be well developed by the end of this period.
Small muscle coordination and eye-hand coordination need to mature more.
Child is cooperative, anxious to please and gain praise, proud of abilities.
Plans activities before starting on them.
Child is sorting out and classifying the huge amount of information that has been learned. Understands things only from own point of view.
Enjoys games with simple rules.
Is more competitive.
Starts to understand the geography of neighborhood and familiar areas.
Can learn to tie a bow.
Learns to skip.
Emotions are more under control.
Anger is the most frequently expressed emotion.
Enjoys playmates. Will play in larger groups.
Play can be very cooperative.
Wants to copy adult behavior and activities and "help".
Dramatic play becomes very complex with several children playing different roles.
Is becoming aware of signs and symbols and begins to realize that the printed word means something.
In transition from home life to school.
Learns better through active play than sitting and thinking.
Needs to use large muscles in free, active play.
Very active, jumps, wiggles and runs.
Enjoys learning new skills.
Has "best friend" of the same sex.
Sex-typing attitudes are evident - girls behave like girls, boys behave like boys.
Like to act "grown-up".

Remember, there are many individual differences in each age group.

One of the most exciting things about human development is that each person is unique. Each has special characteristics, or traits, that belong only to that person. The child has a body and mind that works independently from everyone else. However, it is by being in the company of others that the child grows, changes and becomes a "one of a kind" person.

Each child develops a special way of behaving. This is influenced by what goes on around the child and how the child feels about what is happening. By about two years of age, most children are able to see themselves clearly as individuals, having their own identity. By this time, the child has, to a large extent, laid the foundation for the child's self-concept.

A child's self-concept is the child's view of self and one's ability to do things. Self-concept develops and grows gradually. It is not a part of the child at birth. A baby has to learn that he/she is one of the "people" rather than "something else". A child learns about one's body and learns that certain actions can make things happen. If treated as an important person by caregivers, a child learns to feel good about himself, herself, expresses wishes, says "no", wants to do things in own way. All of these things occur gradually and as a part of all that happens to the child. The desired end result is a self-sufficient, confident, productive, happy person who can be understanding of other human beings.

Children learn what they are like in the eyes of others. This comes about as the child begins to understand how others feel and think. The way that others respond to a child tells a lot about what they think of the child.

Children usually try to live up to the images they have of themselves. Children who think of themselves as good will usually behave in ways that reflect a positive self-concept. However, when a child, who feels inferior, unloved, or unimportant to those in this environment may develop a poor self-concept.

The child's health and general well-being also influences the self-concept. Handicaps and learning disabilities may cause a child to feel inferior. A child with generally poor health may develop feelings of inferiority as well.

Children need the support from others in order to build a good self-concept. Care, guidance, love and encouragement

help children feel secure. Children who receive lots of kind encouragement and warm responses from others usually develop positive self-concept. Children who are punished severely or who are rejected may develop insecure feelings. From this, they may develop a poor picture of themselves.

Successful experiences help children to feel good about themselves. When children are in control of their body movements; when their language skills are good enough to allow them to relate to others; when they are able to take care of such personal needs as eating and toileting; when they are able to make friends and be a friend, they feel successful.

Children need to know that others think they can do things well. When children succeed in a task, tell them that they have done a good job. When you talk with children, call them by name. This helps children see themselves as unique persons. They realize that they are important in the eyes of someone else. Provide enough success experiences to help each child feel confident. Also, provide enough challenging things for children to do so that they can learn and grow. Sheer variety of activities is important here, since one child may be especially good at cutting with scissors whereas another may excel in more physical areas such as climbing on the jungle gym.

Planning activities so that every child may have some success not only contributes to a positive self-concept, but also helps the child's feelings of control of life. Providing ample time to play with child-sized toys and use child-sized equipment makes the environment and the activities seem more manageable. Consider the child's size, strength, attention span, interests, and previous success when planning activities. Also, remember that it usually takes practice to do well. Children need the time to repeat a new skill to be able to improve, thereby adding to their feelings of success.

Children also need opportunities to do things without help. A child may come to feel that you do not trust that child to be able to do something alone if you always help. Although it may be neater, easier, and the product more attractive when an adult helps, the child has a need for independent learning. Allow the child to attempt new skills with as little help as possible. As the skill is mastered, the child may have more independence in that area. In other words, provide clear directions for the activity, be available to the child, but help only when it is really needed. Often the child simply needs a little encouragement and praise to be able to master a skill.

In addition to good results in activities and motor skills, the child needs to be successful in developing friendships. The child who can get along with others, who is liked by them, and generally manages to have needs met is likely to feel good.

To be able to develop friendships, a child needs to develop social skills. These skills are mostly taught by parents (family), teachers, and peers. It appears that children learn to become like other people and to get along with them as a result of identifying with and imitating others, and also by being reinforced (praised or rewarded) for desirable social behaviors. This suggests that children behave like the people they look up to or admire.

Teachers need to help children develop social skills. Since one way children learn social behaviors is by identifying with models and imitating their behavior, obviously, the teacher should provide a good example. Also, since children learn as a result of positive reinforcement, the teacher needs to be sure that children receive satisfaction from acting in socially desirable ways. Sometimes reinforcement may come in the form of a pleasant comment or expression of affection from the teacher, but an even more desirable approach might be for the child to be told that it feels good to help other people and then give the child opportunities to experience the good feelings described.

When young children want something, be it attention, assistance or possession of an article, their need is immediate, intense, and personal. Their reactions to having to wait or to consider the rights of others can be very strong, and it takes patient teaching backed by firmness, to develop in children the ability to wait a little, to control their feelings, and to respect the rights and desires of others. All of these skills are an important part of getting along in a social world. If the teacher remembers the strength of these immediate, intense, and personal needs, it will be easier to help the child with the task of becoming a socialized human being.

Listed here are seven social goals that are commonly selected by teachers of young children in the United States as being important and as having real social value.

1. Help children learn to be generous and able to share equipment, experiences, and people with others.

2. Help children develop empathy - the ability to understand what another person is feeling or why one acts the way one does.

3. Help children learn that it feels good to help others.

4. Teach children that everyone has rights and these rights are to be respected by all.

5. Emphasize the value of cooperation and compromise rather than stressing competition and winning.

6. Help children discover the pleasure of friendship.

7. Help children determine and develop behavior that is appropriate to their sex.

The greatest progress in a child's development comes when parents and teachers act as partners in helping the child. It is easier for a child to learn and grow when the same goals exist at both school and home. It is up to the school staff to involve the parents in the education of the child. This may be done a number of ways. Parents may be given a large role in determining and carrying out the educational experiences of their young children. Teaching materials may be designed to be used at home, or begun in the center or school and then continued in the home. Parents may work with professionals on advisory committees, or as aides, volunteers, or teachers in the school. Classes in parenting may be offered to the parents to help them develop skills for better relations with their children. It is also important to talk both formally and informally with parents about the successes and problems of their child; their goals of achievement, the needs of the school; and the resources that the school offers the family.

The outcome of early education may well rest on the success or failure of parent participation in the programs. Teachers generally hope to guide children toward their fullest potential. Parents generally want the same thing. The task of the school is finding ways for both groups to work together, so as to strengthen the support that the child receives in the early years.

Activity Section:

Complete the activities by following the directions given for each. It is recommended that the student do all of the activities in this module.

ACTIVITY #1

For a child to develop a positive self-concept, the child needs to feel important.

1. Make a list of at least 20 statements that you could make to a child to help with the development of a positive self-concept.

2. Include statements about the child's skills and successes, behavior, appearance, personality, etc.

3. Try some of your statements on the children around you.

4. How do the children react?

5. What did you learn?

ACTIVITY #2

Children learn social acceptable behavior from the people around them. This activity will allow you to plan ways of teaching positive social behavior to children. Remember, you are both a teacher and a model.

1. Decide how you will teach a preschool child the following:

   a. To say "please" and "thank you".

   b. To take turns and share.

   c. To help clean-up toys.

   d. To be aware of someone's feelings.

   e. To handle their own anger.

2. For each of the tasks describe how you would be a teacher and/or model.

3. If you can, try out your ideas should the proper situation arise.

4. What did you learn from doing this activity?

ACTIVITY #3

A child's ability to be successful in a particular activity is based upon age, experience, development, and interest.

1. Use the lists provided in this module that outline the "average" child at certain age.

2. Re-read the descriptions of 3-, 4-, and 5-year-olds.

3. Based upon these descriptions, do the following:

   a. Plan five activities for each of the three age groups.

   b. Tell why you think a child of that age should be able to be successful in your activities.

   c. Give reasons why a child might not be able to be successful in your activities. What would you do to help that child?

4. What have you learned about planning activities for children of certain ages.

ACTIVITY #4

Children have a need to gradually become independent in their play; their learning; and their care of themselves.

1. List 10 ways a teacher or parent may help a child become more independent. Include such things as encouragement, praise, self-help skills, etc.

2. What skills do a child need to learn to become independent? See how many you can list.

3. What can be done for a child who seems not to want to be independent?

Post Test:

Directions: Answer the following questions in the space provided with + for true and 0 for false.

_____ 1. It is not necessary to understand the normal growth and development of young children when planning activities for them.

_____ 2. The child's growth and development during the first five years of life is so slight as to be hardly noticeable.

_____ 3. Although growth may slow during the first five years of life, it never completely stops.

_____ 4. The rate or speed with which a child matures is different for everyone.

_____ 5. Growth proceeds from the head downward, and the center outward.

_____ 6. Growth occurs in only one area at a time.

_____ 7. Children gain control over their feet and legs before control of hands and arms.

_____ 8. Some of a child's growth and development cannot be easily seen.

_____ 9. During the first four months of life, the infant learns to roll from stomach to back.

_____ 10. The six month old does not object when a caretaker leaves.

_____ 11. The average child of twelve months has learned to walk.

_____ 12. Toddlerhood is a time of temper tantrums.

_____ 13. Two year olds love pedal toys like tricycles.

_____ 14. The three year old can easily hop on one foot.

_____ 15. The average four year old does not like to be separated from parents for any length of time.

_____ 16. The five year old is uncooperative in play with children of the same age.

_____ 17. A child's self-concept is influenced by the way the child is treated by others.

_____ 18. A child's self-concept is not present at birth.

_____ 19. The child with a learning problem may develop a poor self-concept.

_____ 20. Praise and encouragement do not affect a child's self-concept.

_____ 21. Children need to feel successful in making friends.

_____ 22. Children need time to practice new skills.

_____ 23. Teachers are both teachers and models of good social skills.

_____ 24. Children do not learn social skills from other children.

_____ 25. Parents need to be included in planning the educational goals for their child.

ANSWER KEYS

Module 4

Pretest

1. +
2. +
3. 0
4. +
5. 0
6. 0
7. +
8. 0
9. 0
10. +
11. +
12. +
13. 0
14. +
15. 0
16. +
17. +
18. 0
19. +
20. 0
21. +
22. 0
23. +
24. 0
25. 0

Module 4

Post Test

1. 0
2. 0
3. +
4. +
5. +
6. 0
7. 0
8. +
9. +
10. 0
11. 0
12. +
13. +
14. +
15. 0
16. 0
17. +
18. +
19. +
20. 0
21. +
22. +
23. +
24. 0
25. +

Direct Instruction and Self-Taught Instruction

Job Skill:

Identify and use communication skill techniques with children, families, and day care staff.

Performance Objective:

Demonstrate the awareness of communication skills techniques for use with children, families, and day care staff with 80% accuracy.

Materials and Other Resources Needed:

This module
Paper and Pencil
Other people

Pretest:

Directions: Answer the following questions in the space provided with + for true and 0 for false.

_____ 1. Communication is giving and/or receiving information.

_____ 2. Only one person is needed for communication to occur.

_____ 3. Feedback is the reaction to what is said or done.

_____ 4. Feedback should be given about things that can be changed and things that cannot.

_____ 5. It is not necessary to communicate acceptance of other people.

_____ 6. Door openers are used to get someone to talk to you.

_____ 7. "I-messages" are used to tell the other person how you feel.

_____ 8. A teacher should try always to be positive rather than negative even if feelings toward a child are negative.

_____ 9. It is easy for an adult to hide the adult's feelings from a child.

_____ 10. Continuous positive comments towards children are more important than sincerity.

_____ 11. Talk with, not at, the other person.

_____ 12. It is often necessary and acceptable to use unkind words in disciplining a child.

_____ 13. Kind words usually build self-confidence.

_____ 14. A teacher is able to remain calm and in control at all times.

_____ 15. Our body language tells a lot about what we feel.

_____ 16. Mixed messages are those that contain too much information.

_____ 17. Written forms of communication are seldom used by people who work with young children.

_____ 18. School newsletters are not a form of written communications.

_____ 19. The way in which a message is expressed is an important part of communication.

_____ 20. It is not necessary to get someone's attention before beginning to talk to them.

Information:

Read the following information before attempting the activities.

Communication is a broad term, defined as giving and/or receiving information, signals, or messages. It involves the exchanges of words, ideas, and feelings between two or more people. Communication is what we say and how we say it. We communicate with facial expressions, body position, muscle tone, breathing tempo, tone of voice and words.

The message and the way it is expressed is an important part of the communication process because the receiver of the information needs to be able to understand what is meant. It is also important for the receiver of the message to pay attention or else the information may be misunderstood.

Feedback is another important part of communication. Feedback is the reaction to what is said or done. It allows a person to adjust future behavior to fit the situation. In other words, it allows a person to change behavior and ways of communicating that are not effective.

Some useful rules for giving feedback include:

1. Feedback should be given only for the purpose of helping.

2. Feedback should be given only about that which can be changed.

3. Feedback should be specific rather than general. (For example: "You said, 'Henry and me went to the store,' not 'You don't speak grammatical English.'")

4. Feedback should be descriptive rather than evaluative. (For example: "You added 2 + 2, and got 5", not "You can't add".

5. Feedback should be checked for accuracy with the person involved and with others for similarity. (For example: "You look as if you are angry with me." "No, I don't feel well.")

6. Feedback should be used on events that are recent.

7. Feedback should be given at the right time. This is particularly true if it is critical feedback which should be given in private.

8. Feedback should not be overloaded. It should deal with one thing at a time.

Unless the person receiving the feedback feels that the one giving feedback cares, the feedback may not be accepted. In fact, the feedback may cause problems in the relationship.

Communicate acceptance of the other person. When there is no doubt that you accept another person just "as is", you make it easy for that person to feel good about himself/herself. When this happens with a child, it opens the door to growth, change, and the ability to get along with others. The person who feels accepted is also more likely to share feelings and problems. It is important to remember that we can accept someone without necessarily approving of actions and behavior.

Use door openers to get someone to talk to you. Door openers are invitations to say more, to share ideas and feelings. They tell the person that you are really listening and interested, that the ideas are important, and that you accept, and respect, what is being said. Examples of door openers are: "Tell me more", "Oh?", "Really?", "That is interesting", "Can I help?".

Listen attentively. Get rid of distractions and pay attention to what is said. At times we need to stop whatever we are doing and listen. Do not pretend that you are listening when you are not. If you are really busy, ask the other person if you could talk about it at another time; then plan the time to do so.

Use "I-messages" to communicate your thoughts and feelings. "I-messages" are statements of fact. They tell other people how their behavior makes you feel. It gives them responsibility for changing their own behavior. For example, if an adult tells a child, "I see a dirt smudge on your face", the child then has the responsibility for doing something about the dirt smudge. "I-messages" are more useful than "you-messages" when the child misbehaves.

"I-messages"	"You-messages"
I need help in picking up now.	You made a mess, now you clean it up.
I don't feel like reading a story when I'm tired.	You are bothering me.
I can't hear you with all that screaming.	You had better shut-up!
I get upset when I see mud on the floor.	You ought to be ashamed! You are such a slob.

Be careful in using "I-messages" to express anger. Instead of expressing the anger, try to express the emotion that came before the anger. That emotion may be embarrassment, hurt feelings, sadness, surprise, etc.

A different type of "you-messages" may be used to reflect the other person's ideas and feelings and encourage the expression of troublesome feelings. Often when people are able to express bad feelings, they are better able to handle those feelings. Hiding bad feelings is self-destructive. They can lead to self-hate, headaches, ulcers, and even violent actions. Remember, that actions can be labeled good or bad, but not feelings. Feelings are neither good nor bad. They exist and their presence must be recognized.

Talk with, not at, the other person. Talking "at" a person is a one-sided conversation. We sometimes do this with children when giving them an order - "Put on your shoes", "Pick up your toys". Adults who talk "at" children often use the excuse that a small child cannot talk at the adult's level. But no one, including the young child, likes to be talked "at". Talking "with" a person is talking and then listening to what the other person has to say.

Get the other person's attention before speaking. It is difficult to concentrate on more than one thing at a time. You might want to call the person's name and allow time for the person to turn his/her attention to you before speaking. Take care to avoid interrupting another conversation or an activity unnecessarily.

Avoid the use of unkind words which tear down others. They have unhappy results that cut off communication. Unkind words are often spoken without a thought given to their possible effects. They discourage the other person and may lead to the development of a poor self-concept.

When possible, use kind words to encourage and build up those around you. Kind words bring happy results. They build self-confidence which usually causes the person to try harder, achieve more, and in general, be more pleasant to be around.

Be "real" with both children and adults. This means sharing honestly your feelings without putting down or destroying the other person's feelings of self-worth. When a person is not being real, other people can tell. That person is often judged as being "insincere", "affected", or just plain "phony". Such a person is not trusted to communicate honestly on any level. Sometimes teachers attempt to hide their "real" negative feelings from the children in their

classes. This probably happens because teachers expect themselves to be able to remain calm and in control at all times. This just doesn't happen! It is also helpful to remember that even young children can recognize unpleasant feelings, even when one tries to hide them. Rather than hiding your negative feelings, it might be worthwhile to show children how an adult handles those feelings in a positive way.

So far all that has been discussed is the spoken form of communication. We communicate in many ways besides just talking. Our body tells a lot about what we feel. This form of communication is called body language. It includes facial expressions, body position, muscle tone, breathing tempo, and physical gestures. Sometimes we say one thing, but our body language suggests that we really mean something else. This sends what is called a "mixed message" about what we feel. Mixed messages are confusing. Be careful that your words match your body language.

Written forms of communication are an important aspect of working with children. Notes must be sent to parents to inform them of planned class activities. Newsletters may need to be prepared to notify parents of school projects, meetings, socials, goals, activities, and needs. Progress reports on individual children may need to be written so that there is a record of a child's growth. In some families, these written forms of communication are the only contact that they have with their child's school. The information that they receive, and the way in which it is presented, can greatly influence the family's attitude toward the school. For this reason, among others, these forms of communication need to be carefully prepared; monitored for errors in spelling and grammar; pleasing in appearance; informative; and readily available to all families.

It is necessary to use written communication within the school primarily in the form of notes between staff members, or between director and staff. These are often informal in nature. Nonetheless, they too need to be monitored for errors in spelling and grammar; if handwritten, they need to be legible; and they need to be complete in the information they give, as with a phone message.

In conclusion, skill in sending and receiving all forms of communication is necessary for those who work with children. The whole caring and sharing climate of the classroom experience depends in part on communication know-how.

Activity Section:

Complete the activities by following the directions given for each. It is recommended that the student do all of the activities in the module.

ACTIVITY #1

Practice Listening Skills

1. In three conversations during one week's time, limit your responses and focus on listening.

2. Describe each conversation.

3. Describe what happened when you limit your responses, or the amount of talking that you did.

4. Did anyone notice that your behavior was different than usual?

5. What did you discover about listening?

ACTIVITY #2

Changing Don'ts into Do's

Often we stop a child's actions without providing something acceptable to do in its place. This activity will give you the opportunity to practice changing "don'ts" into "do's".

Translate the following "Don'ts" into "Do"s". (Show the child what the child can do.)

Example: Change "Don't yell at me" to "Talk to me in a softer voice, please".

1. Don't run in the classroom.

2. Don't sit on the table.

3. Don't fight.

4. Don't throw the blocks.

5. Don't talk with your mouth full.

6. Don't throw the ball in the room.

7. Don't run.

8. Don't color on the table.

9. Don't leave your coat on the floor.

10. Don't talk during rest time.

11. Don't play with your food.

12. Don't make a mess.

13. Don't take off your shoes.

14. Don't slam the door.

15. Don't run.

Whenever possible, tell a child what to do rather than what not to do. Do not assume that they will be able to figure out what you want them to do. Give them some guidance.

ACTIVITY #3

There are some definitive skills that can be used to establish an easy flow of daily conversations with both children and adults.

Give an example of what a teacher might say and/or do for each of the following:

1. Offer a personal greeting to each child.

2. Take time to listen and respond to someone who has something important to tell you.

3. Find time to talk personally with each child during the day about important events or experiences in their lives.

4. When in the school setting talk to children more than the other adults.

5. Explain your requests to others so that they will understand.

6. Avoid expressing shock when someone does something that you consider "shocking". Example: Young child's curiosity about body functions.

Post Test:

Directions: Answer the following questions in the spaces provided with + for true and 0 for false.

_____ 1. Two or more people are needed for communication to occur.

_____ 2. Communication involves only the giving of information.

_____ 3. Feedback is sometimes looked upon as criticism.

_____ 4. Feedback can be about things that have just happened and things that happened far in the past.

_____ 5. Door openers are used to get someone to listen to you.

_____ 6. It is important to let people know that you accept them as they are.

_____ 7. Feelings can be judged as either good or bad.

_____ 8. "You-messages" are used to tell the other person how you feel.

_____ 9. "I-messages" attack the child and the child's actions.

_____ 10. A child can learn from the way a teacher handles anger.

_____ 11. A teacher should hide feelings of anger from children.

_____ 12. It is often necessary to talk down to young children because they cannot talk at the adult's level.

_____ 13. Kind words cannot help build self-confidence.

_____ 14. Children can often tell when an adult is being insincere, or a "phony".

_____ 15. Unkind words should be avoided, even when disciplining a child.

_____ 16. Body language is not as important as the words spoken.

_____ 17. Frequent positive comments towards others may cause them to try harder and achieve more.

_____ 18. Facial expressions are a form of communication.

_____ 19. Written forms of communication are an important aspect of working with children.

_____ 20. Developing good communication skills requires practice.

ANSWER KEYS

Module 5

Pretest

1.	+
2.	0
3.	+
4.	0
5.	0
6.	+
7.	+
8.	0
9.	0
10.	0
11.	+
12.	0
13.	+
14.	0
15.	+
16.	0
17.	0
18.	0
19.	+
20.	0

Module 5

Post Test

1.	+
2.	0
3.	+
4.	0
5.	0
6.	+
7.	0
8.	0
9.	0
10.	+
11.	0
12.	0
13.	0
14.	+
15.	+
16.	0
17.	+
18.	+
19.	+
20.	+

Direct Instruction and Self-Taught Instruction

Job Skill:

Exhibit maturity.

Performance Objective:

Demonstrate an awareness of the importance of maturity in the work setting with 80% accuracy.

Materials and Other Resources Needed:

This module
Paper and Pencil
Day care or preschool teacher

Pretest:

Directions: Answer the following questions in the spaces provided with + for true and 0 for false.

_____ 1. It is more important to be able to work alone than as a member of a team.

_____ 2. A teacher should save creative ideas for the classroom only.

_____ 3. Willingness to cooperative with others helps develop a team.

_____ 4. It is more important to work towards personal goals than goals of the team.

_____ 5. Being able to give and accept constructive suggestions is a part of a team approach.

_____ 6. In just about every organization there is a chain of command.

_____ 7. It is all right for an aide to go directly to the director with a problem about a teacher.

_____ 8. Awareness of the feelings of co-workers is nice to have, but not really needed to keep a pleasant atmosphere.

_____ 9. It is all right to "borrow" supplies from another teacher's room without asking.

_____ 10. Time management helps a person to get more things done.

_____ 11. It is helpful to keep a list of things to be done each day.

_____ 12. It is not important to set deadlines for yourself.

_____ 13. Getting other people to help you is a way of saving time.

_____ 14. Tension and stress are time wasters.

_____ 15. Having a well organized plan can save time.

_____ 16. A schedule should be rigid and unchangeable for good time management.

_____ 17. Time management does not mean you have to be a self slave driver.

_____ 18. Parents often think of teachers as experts in child development and learning.

_____ 19. It is the job of the school's director to make parents feel welcome in the school.

_____ 20. The teacher is a representative for the school.

Information:

Read the following information before attempting the accompanying activities.

When becoming a member of a profession, it is helpful to know from the beginning some guidelines that are used by most people in that profession. In the child care profession, there are some guidelines which, when followed, can help make the child care center run smoothly.

First, it is important for every staff member to think of themselves as a member of a team working toward a common goal or set of goals. If this attitude is observed by all staff members, it is likely that cooperative use of supplies, space, equipment, and teacher's aide will occur. The children in a center which has a team approach can greatly benefit. One teacher's creativity can be shared with others, rather than being saved just for that teacher's students. When the staff works together as a team, larger goals can be reached because more caring people are working toward the goals. Also, when a team approach is used, there is less stress and physical fatigue on the part of staff members. Jobs and responsibilities can be shared.

Certain personality traits help build a team effort. A list of some such traits follows:

1. Willingness to cooperate with others.
2. Able to share thoughts, ideas, resources, and time.
3. Care about the goals of the team more than personal goals.
4. Cares about others.
5. Unselfish.
6. Concern for the quality of school.
7. Accepting of others; not critical.
8. Flexible.
9. Able to give and accept constructive (helpful) suggestions.
10. Responsible.
11. Willing to do the work needed.
12. Works well alone and with others.

13. Can contribute to planning sessions.

14. Has good communication skills.

15. Respects others.

16. Aware of other people's feelings.

In just about every organization there is a chain of command or authority structure. In a child care center, the chain of command may extend from the aides, through the teachers, to the director. With each level from aide to director, there are more responsibilities as well as more power. It is always wise to follow the chain of command when making a comment or when asking for something. Understandably, no teacher likes being put in a bad light by an aide discussing a problem with the school's director before talking it over with the teacher. This sort of action tends to tear down the lines of communication between the aide and the teacher and damages the team. When a problem occurs, it is almost always best to go to the next person higher on the chain of command before seeking help elsewhere.

To keep a pleasant atmosphere in a work situation requires an awareness of the feelings of others. People tell a lot about what they feel through the words they say, the way in which they say them, and their body language. It is important to be able to understand the messages that people are sending so as to be able to respond in a positive way.

Sometimes a work situation becomes uncomfortable because of the actions of one person. If that person is someone with whom you work it might be worthwhile to send an "I-message" about the troublesome behavior. (If you have forgotten how to send an "I-message", re-read the module on communication.) When sending an "I-message", do so with as much kindness as possible so that it will be received in a positive way.

You may find that you are doing something that is disturbing another staff member. If this occurs, try to keep in mind that it is the behavior that is troublesome, not you. Also remember that you have the power to change the behavior if you so desire. Changing negative behavior in yourself can make you a better employee, a better teacher, a better person in general.

It is common in a school for young children to have a supply center where materials for art projects are stored. Usually, these may be used freely by the entire school staff. However, it is not unusual for a teacher to order or purchase special supplies to be used by the students for a particular project. It would be in poor taste to use these special

supplies since they are intended to be used by a certain group within the school. Likewise, it is unacceptable to go into a teacher's room and take supplies or equipment without asking that teacher. These may seem like small, petty issues, but they can create problems. A good rule to follow might be: If you are unsure of the planned use of some supplies, particularly when your project would use up the amount on hand, ask before using. It is also nice when using the last of anything to be sure that more can be quickly ordered.

To be a helpful member of a team usually means that a person be <u>able to manage time well</u>. Think of time as a resource that may be combined with your talents and skills to reach all kinds of goals. Time is one area in which all people are equal. We all have the same number of hours and minutes in a day. The way that people differ in respect to time is in their management.

The following is a list of "time savers" that may help you to better use your time.

1. Keep a list of items to be done each day; arrange them in the order of their importance.

2. Work on one thing at a time.

3. Work through your "Things To Do" list without skipping over difficult items.

4. Write shorter letters and memos.

5. Throw away things you really don't need.

6. Review/change your goals once a month.

7. Ask yourself, "Does this really need to be done?" If the answer is "No", don't do it.

8. When you constantly put off doing something, ask yourself what you are avoiding about the task.

9. Do your thinking (planning) on paper.

10. Set deadlines for yourself.

11. Don't waste other people's time.

12. Listen carefully in every work discussion.

13. Decide what it is you want to do with your time.

14. Set up a plan to get from what you are doing to what you want to do.

15. Ask questions to see if someone else already has the answer.

16. Know when to stop a task; don't overdo it.

17. Meetings should have a purpose, a time limit, and involve only those people who are truly needed.

18. Get others to help you.

19. Cut down on busy work; it's not how much you are doing that's important, but how much you get done.

20. Use a calendar to schedule your time.

21. Do easy things first in order to get started, but make sure the hard ones get done as well.

22. Have a place for everything so you know where to look for things.

23. Set aside large chunks of time for large tasks.

24. Say no when you really can't do something.

25. Reward yourself. Give yourself some time to relax and do nothing when you've done the important things.

The following is a list of time wasters:

1. Indecision - unable to make a decision.

2. Tension and stress.

3. Poorly planned work environment.

4. Telephone calls.

5. Meetings (sometimes).

6. Casual visitors.

7. Lost supplies and equipment.

8. Unplanned interruptions.

9. Driving a long way to work.

10. Waiting for people.

11. Being unprepared.

12. Long coffee breaks.

13. Putting things off (procrastination).

14. Mistakes.

15. Doing everything yourself.

16. Trying to include everyone.

17. Knowing the chain of command.

18. Blaming others.

19. No planned organized approach.

20. Lack of purpose, goals.

21. Lack of schedule.

22. Poor work habits.

23. Poor timing.

24. Attempting too much at one time.

25. Failure to listen.

26. Failure to have an alternate plan.

27. Failure to learn from experience.

28. Inflexible; unable or unwilling to change plans or way of doing something.

29. Unable to say "No."

30. Too much secrecy; no sharing of ideas.

Time management does not mean you have to be a self slave driver. It should enable you to more easily reach more of your goals. When done correctly, time management can increase energy and personal motivation. The result is that one's worth as an employee, or manager, increases.

In addition to adding to a team effort; respecting the feelings and property of others; and managing time wisely, it is also important that the child care worker know how to relate to the public. The people who most commonly fall into this group are the parents of the children in the school or center.

Schools have more contact with families than any other agency in the country. This school-home relationship begins early in the life of the child. If the school and home join forces in a combined effort to help the children, they can be very successful. For this to happen the school and the home need to know what the other is doing so that their efforts may be combined. This requires a lot of communication.

Each school has a certain climate that either encourages or discourages parents to visit or become involved. It is the teacher's job to encourage parents to become involved in their child's learning. The way that one relates to the parents often influences the level of their support and involvement.

Teachers are often looked upon as experts in the area of child development and learning. They are professionals and should behave as such. They need to be respectful of both children and parents; polite and pleasant; helpful and caring. It is also important to respect the privacy of a family by not discussing their problems with other teachers, and certainly not with other parents.

In relating to the public, remember that you represent the school. Anything that you do or say will be a reflection on the school. Hopefully, your way of relating to the public will serve to develop the school-home relationship.

Activity Section:

Complete the activities by following the directions given for each. It is recommended that the student do all of the activities in this module.

ACTIVITY #1

Analyze your management time.

1. List ten ways in which you manage your time well.

2. List ten ways in which you regularly waste time.

3. Think of five ways in which you can manage your time better.

4. Choose one of the five in number three and try it for one week.

5. What did you learn about your management of time?

ACTIVITY #2

Parent/Teacher Relations

1. Visit a school or center for young children. Be sure that you obtain permission from the director of the school, and made an appointment before you go.

2. Arrange to talk to a teacher about that teacher's relations with parents.

   a. How does the teacher feel about having parents visit the classroom?

   b. What does the teacher do to make parents feel comfortable?

   c. What does the teacher do to get parents to talk about a child's problems?

   d. How does the teacher get parents to get interested and involved in the learning of their child?

3. How would you answer these questions if you were a teacher?

ACTIVITY #3

Team Effort

1. Visit a school or center for young children. Be sure that you obtain permission from the director of the school, and make an appointment before you go. You may be able to do this activity at the same time that you do Activity #2.

2. Arrange to be in the school or center for a few hours "just to observe."

3. Watch for any evidence of team effort that you see.

4. Write what you observe.

5. Were there any examples when team effort was needed but was not used?

6. Based upon your observations, list ten ways in which a team approach may be used in a school or center for young children.

Post Test:

Directions: Answer the following questions in the spaces provided with + for true and 0 for false.

_____ 1. It is important for every staff member in a school to think of themselves as members of a team.

_____ 2. A teacher should share creative ideas with other teachers.

_____ 3. Competition between teachers helps them reach their goals more quickly.

_____ 4. Competition is better than cooperation.

_____ 5. Teachers should be concerned with the quality of their teaching but not the overall quality of the school.

_____ 6. Caring about others helps build a team effort.

_____ 7. There is no such thing as a chain of command in a preschool.

_____ 8. It is always wise to avoid breaking the chain of command when making a request.

_____ 9. It is important to be aware of the feelings of others.

_____ 10. If one person is causing problems as work, send them an "I-message" about the troublesome behavior.

_____ 11. It is not acceptable to take supplies and equipment from another teacher's room without asking.

_____ 12. Time is one area in which people are not equal.

_____ 13. Work on several things at once to save time.

_____ 14. Your goals should be reviewed only once a year.

_____ 15. It is important to have a place for everything so that you know where to look for things.

_____ 16. It is important to set deadlines for yourself.

_____ 17. Indecision is a time waster.

_____ 18. Including everyone possible in a project saves time.

_____ 19. Sharing ideas saves time on a project.

_____ 20. It is the job of the teacher to make parents feel welcome in the school.

Answer Keys:

Module 6

Pretest

1. 0
2. 0
3. +
4. 0
5. +
6. +
7. 0
8. 0
9. 0
10. +
11. +
12. 0
13. +
14. +
15. +
16. 0
17. +
18. +
19. 0
20. +

Module 6

Post Test

1. +
2. +
3. 0
4. 0
5. 0
6. +
7. 0
8. +
9. +
10. +
11. +
12. 0
13. 0
14. 0
15. +
16. +
17. +
18. 0
19. +
20. +

CHILD CARE AND GUIDANCE 7.1

Direct Instruction and Self-Taught Instruction

Job Skill:

Exhibit personal grooming/well-being.

Performance Objective:

Identify the elements of personal grooming with 80% accuracy.

Materials and Other Resources Needed:

This module
Paper and pencil
Preschool or child care center
Health care items for self-improvement

Pretest:

Directions: Answer the following questions in the spaces provided with + for true and 0 for false.

_____ 1. It is not necessary to have a physical examination before going to work in a child care center.

_____ 2. It is all right for a child care worker to go to work with a virus or mild cold.

_____ 3. Working with young children makes constant demands on physical energies.

_____ 4. It is not important to be well groomed if all one does for a living is work in a child care center.

_____ 5. Good health habits help a person look good from the inside out.

_____ 6. Everyone needs about eight hours of sleep each night.

_____ 7. Regular exercise is not needed to have a healthy body.

_____ 8. Cleanliness is a basic part of good grooming.

_____ 9. One's face should be washed at least twice a day.

_____ 10. It is not necessary to remove all make-up before going to bed.

_____ 11. It is not necessary to wear deodorant if one is not an active person.

_____ 12. Frequent shampooing of hair is needed if hair is oily.

_____ 13. Once a week is the least often that hair should be cleaned.

_____ 14. Teeth should be brushed twice a day only.

_____ 15. Brush teeth as directed by your dentist.

_____ 16. Bad breath may be caused by a sinus infection.

_____ 17. The purpose of make-up is to hide imperfections and complexion problems.

_____ 18. When working with children, wear clothing that does not readily wrinkle.

_____ 19. Never wear jewelry when working with young children.

_____ 20. Good grooming can build confidence.

Information:

Read the following information before attempting the accompanying activities.

Working with young children makes constant demands on physical as well as mental energies. Good health and a certain amount of physical strength is definitely needed. Since the adults in child care situations may be regularly exposed to a variety of childhood diseases and viruses, good resistance to infection is also important. So, too, are nimbleness and agility that allow adults to assist the children on their level and to move quickly when needed.

For the protection of the children, most states require that child care personnel have a physical examination and be free from tuberculosis and venereal disease before beginning work. The physical examination is usually repeated once a year to be sure that the child care worker is disease free.

When a teacher becomes ill, it is best that the teacher stay home rather than expose the children. Staying home also gives one a chance to rest and get well more rapidly. In addition, it is hard to relate to children in a pleasant way when not feeling well. For all these reasons it is wise to refrain from working and being in contact with the children when ill.

Personal grooming is an important consideration for anyone working with children. The person needs to take the time to evaluate oneself by looking both for areas that need improving as well as for special qualities that may be emphasized.

When evaluating oneself, it is found that there are some things that generally cannot be changed. These include: height, build or frame; color or tone of skin; texture of hair; and features such as deepset eyes, big ears, large nose, or dimples. Don't fret about what you cannot change. Everyone has imperfections. Rather, determine your best features and use the aids available to make the most of them. Adopt a positive outlook and attitude rather than focusing on your imperfections. It is possible that you are the only one aware of them.

Good health habits can help a person look good from the inside out. Eating the right kinds of food gives you energy, healthy look, helps build muscles and bones, and provides vitamins which protect against disease. Proper rest is also important. The human body needs to get enough sleep. Although eight hours of sleep is the general average for young adults, the amount of sleep one needs is an individual

matter. Exercise is also an important health habit. It helps keep the body in good condition; aids blood circulation, breathing, digestion, and metabolism (the process by which the body transforms food into energy and tissue). It is also important to drink enough water. It aids in the digestion and absorption of foods; the carrying of foods to the body tissues and the removal of body wastes. It also plays a key part in controlling body temperature.

Cleanliness is basic good grooming. It is needed for healthy and attractive skin, hair, and teeth. Cleanliness also makes a person more pleasant to be with.

Care of the skin and complexion demands some special attention. The face should be washed at least twice a day, and more often if skin is oily. This should include washing the neck - all around, not just in front. Give special attention to forehead, alongside the nose, and the crevice of the chin. If skin is dry, do not scrub too hard or you may cause an irritation. After lathering and rinsing with warm water, use cool water for a final rinse to close the pores. Pat dry, but do not rub. If you wear make-up, be sure to remove all of it before going to bed or applying new make-up.

If problems with the skin appear, do something about it. Don't let it become a big problem. For serious or prolonged cases, see a doctor. Otherwise make a special effort to eat properly; reduce your intake of foods containing oils. Get plenty of rest. Work on having a calm emotional attitude because stress can cause skin problems. Finally, work on cleanliness.

Keeping the entire body clean is important. One should bathe or shower daily, or more often if engaged in hard exercise or "dirty" work. In washing the body, don't forget such things as fingernails and toenails, ears, neck and back. There are a large number of soaps that may be used for this purpose. They are:

1. Pure, mild soap (such as Ivory) - it does not contain a lot of additives such a dyes, perfumes, and deodorants.

2. Complexion bar - of two types. One to dry oily skin with complexion problems; the other contains complexion cremes to soften and lubricate a mature skin.

3. Deodorant bar - mild soap which contains deodorant.

4. Deodorant and antibacterial soap - contains deodorant and anti-bacterial agents that slow the growth of bacteria on the surface of the skin.

Determine your needs and the soaps that fill those needs. Then use them faithfully for best results.

It is also important to protect against body odor. You should use a deodorant or a combination antiperspirant deodorant on underarm areas daily to combat bacterial odor. Apply to the entire underarm area, not just one spot.

There is a difference between deodorants and antiperspirants that you should know so that you can choose the one that best fits your needs. Deodorants contain an ingredient that helps prevent the growth of bacteria. They also contain a fragrance which helps counteract any body odor produced. However they have no effect on the amount of perspiration produced. An antiperspirant has everything that a deodorant has plus an ingredient to reduce perspiration. When choosing a deodorant or antiperspirant for your use, study labels, read directions, decide which product is best for you, and then use it regularly.

Care of the hair is another important aspect of good grooming. The keys to attractive hair are: Cleanliness and lustre (it has a nice sheen); freedom from dandruff; becoming style; and neatly combed.

Hair care begins with a good haircut done by someone with professional training. Next comes brushing which distributes natural oils from the scalp down to the hair ends and adds lustre. Like exercise, it stimulates circulation and tones scalp muscles. Use a brush with strong bristles, but not so hard as to injure the scalp. Brush up and away from the head. Try to devote at least two minutes each morning to brushing.

Massaging the scalp should be done regularly as it helps to maintain good circulation through the scalp tissues and around the hair roots. To massage your scalp correctly, start at the nape of the neck, slip hands under hair and rotate scalp with fingertips. Don't merely rub the surface, but press firmly and make the scalp move in small circles. Move upward toward the crown, then around the hairline from behind the ears to the front. Not only will the massage feel good, it helps keep the scalp tissue healthy.

Hair should be shampooed regularly. How often you shampoo depends on your hair, your hair style, how active you are, and where you live. Usually once a week is the very least often that hair should be cleaned. Shampooing more often is necessary if your hair is very oily; your hairstyle calls for it (example - long and loose; bouncy and curly, etc.); you are an active person; you live in an area with a lot of air pollution.

The type of shampoo that you use should be right for your hair type. If you have toublesome hair, consult a cosmotologist for advice on hair products, procedures, type of cut, and style for your hair.

The hair style that you choose should in some way reflect that which is fashionable. Even more important though, it should be becoming to you. When working with children, it is helpful to wear a hair style that is "mussable". You should not have to worry about how your hair looks as you go through the work day.

The care of teeth and breath are also a part of good grooming. Teeth should be brushed in the morning, the evening, and after meals and snacks. When you can't brush, at least try to swish water between the teeth. When you can brush, use a good toothpaste. It helps the toothbrush in cleaning food debris from the teeth and from the areas between the teeth. It removes unsightly film which tends to stick to teeth. Toothpaste also aids in dislodging and destroying odor-causing and decay-causing bacteria. It should not be so strong as to hurt sensitive gums or cause damage to teeth or dental appliances (braces, etc.) and fillings. Most toothpastes on the market today contain flouride which is absorbed into the enamel of the teeth during brushing. This makes the teeth more resistant to the acids which cause decay.

The toothbrush bristles should be clean and fairly soft so as not to injure the gums. Replace your toothbrush often when the bristles become worn. Brush your teeth as directed by your dentist. You may want to follow the brushing of teeth with a mouthwash.

Mouthwash is used to freshen the mouth and remove food particles which even the toothbrush can't reach. It also helps to get rid of some of the sources of bad breath.

Bad breath is a real social problem caused by a number of physical problems. The causes of bad breath are: action of bacteria on food particles, decayed teeth, gum diseases or infections, sinus infections, upset stomach, spicy foods, and others. Problem breath is best controlled by regular brushing and professional dental care. In consideration of others, it is nice to avoid eating spicy foods when it will be necessary to work closely with those who have not had the same food. Also, it is wise to keep a toothbrush and toothpaste at work so your teeth may be cleaned during the day.

Finally, in the care of teeth, it is good to floss regularly. So many people fail to do this. The result is

that tiny food particles are left lodged between the teeth where they attack the tooth enamel. It is usually suggested that teeth be flossed once a day.

Good grooming also includes the make-up used and the clothing worn. As with hairstyles, make-up and clothes should reflect the style of the day. However, neither should be overdone. Make-up should be applied with a light hand for work. Its purpose is to improve the appearance, but not overpower. Work for a clean, fresh, natural look and save the heavy make-up for evening wear. Be sure to remove all make-up completely before going to bed to reduce complexion problems.

Wearing clean, attractive clothing can add to a becoming appearance. The child care worker will want to choose clothing for work that is stylish but not faddish, attractive but not dressy; comfortable but not sloppy. Choose clothing that will allow you to move about as needed in caring for children. Also, select clothing made of fabrics that do not readily wrinkle nor stain because a part of your day may be spent holding children who may or may not be clean. Check with the director of the center where you work to see if a standard dress is required. This will give you very clear guidelines for selecting your work wardrobe.

Jewelry is very much in fashion today. It is probably all right to wear certain types of jewelry when working with children. You might want to choose your jewelry with the children in mind, possibly opting for accessories that are bright in color, sturdy, with smooth edges. Avoid delicate pieces that are easily broken; long chains; heavy pieces that could bump or injure a child; pieces with sharp edges that could cut or scratch; expensive, irreplaceable jewelry. If you are caring for infants, it is usually best to avoid wearing most jewelry. Infants tend to pull and tug at earrings, necklaces, pins, watches, and bracelets. The result can be unpleasant for both you and the child. By considering the ages of the children in your care and activities you participate in throughout the day, your jewelry selection will be simplified.

Good personal grooming can bring about self-confidence. When one knows that one is well-dressed, hair is clean and nicely styled, body is clean and free of unpleasant odors, mouth and teeth are attractively clean, and accessories are appropriate, one can face the world with a certain poise and grace.

A person's self-confidence is evident in relating to others. If a person feels good about oneself, then the person can relate in a positive, relaxed manner. Good posture and a ready smile also suggest confidence.

Activity Section:

Complete the activities by following the directions given for each. It is recommended that the student do all of the activities in this module.

ACTIVITY #1

Personal Grooming

Answer the following questions:

1. How much time is reasonable to spend on daily grooming?
2. How much time do you spend each day?
3. What factors determine how much time you spend on grooming?
4. Are you satisfied with the results of your daily grooming schedule?
5. Is there any way that you can improve it?
6. Set up a daily-weekly grooming schedule and chart.

ACTIVITY #2

Self-Improvement Program

This activity will give you an opportunity to set up a self-improvement program.

1. Make a list of your good traits. Think of as many things as you can and write them down.
2. Now choose a trait (or feature) for improvement. It may be in grooming or in personality. Choose only one trait to improve.
3. Set a goal for yourself.
4. Plan in writing how you will work toward your goal.
5. Keep a diary of all that you do to reach your goal.
6. Allow yourself a few weeks to complete this activity.
7. Describe the results of your self-improvement program.

ACTIVITY #3

Clothing Selection

This activity will give you an opportunity to look at the task of clothing selection for someone who works with young children.

1. Make a list of clothing items that you feel would be good to wear when working with young children. Describe style, fabric, etc.

2. Visit a school or center for young children. Obtain permission for your visit from the director and make an appointment so that you will be expected.

3. Observe the attire of the staff. Describe the clothing and accessories that they are wearing.

4. Do you feel that they are correctly dressed for their jobs?

5. If not, what changes would you make in their clothing selection?

6. Ask the director or a teacher if the school has a dress code. Describe the dress code, if one exists.

7. What did you learn from this activity?

Post Test:

Directions: Answer the following questions in the spaces provided with + for true and 0 for false.

_____ 1. It is usually necessary to have a physical examination before going to work in a child care center.

_____ 2. A child care worker should not go to work if ill.

_____ 3. Working with young children is relaxing and requires little physical energy.

_____ 4. A child care worker should be well groomed.

_____ 5. Good health habits help a person feel good but do not affect how a person looks.

_____ 6. Some people need more sleep than others.

_____ 7. To keep a body healthy requires regular exercise.

_____ 8. It is important to drink lots of water.

_____ 9. It is not necessary to do anything about a problem complexion because it will clear itself as the person matures.

_____ 10. It is important to remove thoroughly all make-up before going to bed.

_____ 11. It is usually unnecessary to wear deodorant in the winter.

_____ 12. Deodorants and antiperspirants are really the same thing.

_____ 13. It is a good idea to bathe or shower daily.

_____ 14. Oily hair should be washed more than once a week.

_____ 15. Teeth should be brushed after every meal.

_____ 16. Mouthwash does nothing but freshen breath.

_____ 17. Bad breath may be caused by an upset stomach.

_____ 18. A child care worker should wear clothes that are comfortable, but stylish.

_____ 19. Long chains and necklaces may be safely worn when working with young children.

_____ 20. When caring for young infants, it is best to avoid wearing most jewelry.

Answer Key:

Module 7

Pretest

1. 0
2. 0
3. +
4. 0
5. +
6. 0
7. 0
8. +
9. +
10. 0
11. 0
12. +
13. +
14. 0
15. +
16. +
17. 0
18. +
19. 0
20. +

Module 7

Post Test

1. +
2. +
3. 0
4. +
5. 0
6. +
7. +
8. +
9. 0
10. +
11. 0
12. 0
13. +
14. +
15. +
16. 0
17. +
18. 0
19. 0
20. +

Direct Instruction and Self-Taught Instruction

Job Skill:

Demonstrate job procurement skills.

Performance Objective:

Identify job procurement skills with 80% accuracy.

Materials and Other Resources Needed:

This module
Paper and pencil
Job application forms
Other students
Book on writing a resume (optional)

Pretest:

Directions: Answer the following questions in the spaces provided with + for true and 0 for false.

_____ 1. A job in the early childhood field is hard to find.

_____ 2. Many people who work in the early childhood field started out on a part-time basis.

_____ 3. Volunteer work can lead to a job.

_____ 4. The first year of teaching is usually so easy that the teacher can continue education as a full-time student at the same time.

_____ 5. Writing long and short range professional goals helps a person make decisions about employment.

_____ 6. Short range goals take a lot of time, energy, and possibly education to be reached.

_____ 7. Long-range goals can be reached quickly.

_____ 8. Jobs in public programs usually offer tenure, better job benefits and higher salaries than those in private programs.

_____ 9. A wider variety of jobs may be found in private programs.

_____ 10. Indirect or support service work includes actual classroom child care.

_____ 11. Direct service work includes administrative positions.

_____ 12. It is important to decide on the age of children you are most comfortable teaching before beginning your job search.

_____ 13. The job title for a particular type of position may vary from employer to employer.

_____ 14. Newspaper help wanted ads are the only place that teaching positions are listed.

_____ 15. A resume should communicate a good self-image as well as past experiences.

_____ 16. It is not necessary to include educational experience on a resume.

_____ 17. It is all right to use only one application when applying for more than one position with the same employer.

_____ 18. A resume should be very long and detailed.

_____ 19. A resume should always by typed on high quality paper.

_____ 20. It is helpful to role play the interview process before the actual interview.

Information:

Read the following information before attempting the accompanying activities.

Preparing for the right job can be an exciting and rewarding task. Your choice of different types of early childhood jobs is wide and will most likely become broader and more varied as the demand for trained teachers begins to outweigh the supply as is expected to happen.

You may want to seek a job where you:

1. Serve children directly as a teacher, health care specialist, or recreation leader.

2. Serve families directly as a social worker, family therapist, or extension agent.

3. Organize services for children and families as a child care director, licensing specialist, or college teacher.

4. Provide information to professionals who work with or for children and families as a researcher, consultant, or author/editor.

5. Provide the general public with goods and services affecting children and families as a sales representative, legislator, or consumer advocate.

A job in the early childhood field is not hard to find, however, a job that suits your talents and goals and offers satisfaction may take some additional searching. Many people entering the field of early childhood are first employed on a part-time basis, while completing the education needed to upgrade themselves and find a better paying or more rewarding position.

One of the first decisions a student in early childhood education must make is whether to end training and find a job, continue on in school, or combine work and school. Although continual updating of skills is common in teaching professions, a heavy commitment to formal course work is not recommended with full-time teaching responsibilities, particularly for beginning early childhood teachers. One has only so much time and energy, and first year employment is often described as a time-consuming, stress-produced "survival" year.

Examining closely the goals immediate employment fulfills is a needed task. Wages, status, opportunities for advancement and skill development should be considered.

Writing long and short-range professional goals helps a person decide upon the employment possibilities that best suit that person. Long-range goals are those that involve dreaming, hoping, wishing, and lots of time and preparation. Usually, in long-range goals, one aims at the highest level of performance and potential.

Short-range goals often seem more practical. They take care of today. They pay the rent while one works toward a better position. Many short-range goals can be accomplished quickly and become the little steps that lead to those much wanted long-range goals. An example of this might be a person who begins as a babysitter; becomes a child attendant; then a preschool aide, a teacher's assistant; a preschool teacher, a head or master teacher; a consultant teacher, a director/administrator; finally a state or federal level administrator.

As a job seeker, you will look at different types of centers for job openings. Public programs funded by federal, state, or local funds usually offer tenure, better job benefits, higher salaries, and lower child/adult ratios. These features may add to greater job security and satisfaction when compared with private school employment. Public programs primarily offer services to children and families of under-average economic means located near parent neighborhoods. Public agencies carry the following positions:

Licensing representatives
Consultant
Case worker
Supervisor of programs
Researcher
Director
Administrator
Trainer
Supervising specialist
Teacher or teacher's aide
Research consultant

Private programs are spread throughout communities and draw families from a wider range of ethnic, social, and economic levels. Job security and salary differ greatly from program to program. Private programs satisfy a vast variety of American family child care needs, including serving parents at ski resorts, shopping centers, etc. or serving parents of one particular religious faith.

A decision needs to be made whether direct or indirect service best suits one's needs. Direct services include actual classroom child care. An aide, assistant teacher,

regular or substitute teacher are all involved in directly working with the young children and their families.

Indirect or support service work includes out-of-the classroom tasks which improve the quality of the program. In come cases, jobs can combine both indirect and direct service duties. Some people in early childhood education realize that indirect support service jobs suit them better than direct service work. Common support services involve administrative, child health and nutrition, and curriculum consultant specialties in furnishings, equipment, materials design, or supply areas. Think about how comfortable you are in a classroom setting with children when deciding whether to seek employment in direct or indirect service areas. This one thing can be a key in helping find the best direction for your career development.

Some additional decisions that need to be considered before beginning a job hunt include:

Close study of skills, abilities, talents, values, and personal preferences.
Age of children you are most comfortable teaching.
Full or part-time work.
Willingness to work in other cities, states, etc.
Position sought.
Regular hours or flexible hourly work week.
Salary or wage needs.
Additional full-time training instead of employment.

Your search for a position may lead to a wide range of openings, a narrow range, or efforts to create a job that does not yet exist. There is a need to review common job titles because names for positions vary from employer to employer. Some are:

Nursery school teacher
Preschool teacher

Child care specialist
Child development teacher

Day care staff member
Child attendant
Child caregiver
Child caretaker
Infant/toddler teacher
Extended day teacher

Early childhood teacher
Prekindergarten teacher

Volunteering and substituting has been used successfully in the past by students as a first step toward getting a job. Such actions give the director of a school the chance to see and become familiar with the abilities of a possible staff member. When the next opening occurs, the student may have a chance for employment if the director is pleased with the past performance.

Besides volunteering and substituting as a means of finding a job, you should check with the following:

Your instructor
School job board or listing
School career center
Locate city or county office of education. Read listings for all departments including schools, recreation, welfare, social service, children's protective services, health, and family services for related job titles.
Locate city, state, or federal (unemployment, Human Resources Development) offices; read listings.
Newspaper help wanted ads
Past graduates who are employed

You might also want to run an ad in the newspaper situation wanted section, or send out a letter with your resume to a large number of local programs.

Preparation of your resume involves skill, honesty, and attention to detail. Since your resume represents you, develop it carefully. Your resume should show a strong, positive self-image and communicate that image to a chosen employer. A well-written resume adds a professional touch and can quickly be attached to your application form.

The following information needs to be included in a resume:

Name
Address
Telephone number
Availability
Position sought
Experience - dates and description
Education - dates and description
Personal information (optional)
Special skills (optional)
Professional affiliations or memberships (optional)
References

It is important to list both your home telephone number and a message telephone number in the resume. You will want to receive every employer's phone call.

Availability lets you tell exactly what date you can begin working.

Be clear about the position sought. You may be interested in more than one position; if so, apply separately for each. It is usually suggested that a person apply for one position at a time at a place of employment; even when others are posted.

In listing your experience, begin with your most recent job and work backward to your earliest job. Make your experience summary interesting. Dates go in the left-hand margin, and are followed by your former employer's names and addresses, then your job title. In one paragraph, explain some of your important responsibilities and accomplishments. Show a broad range of duties when possible. Include volunteer work experience and student teaching assignment, if they apply. List unrelated part-time and summer jobs if you feel they may improve your image. It is not necessary to list salaries, reasons for leaving, or supervisor's names at this point.

Education background is listed beginning with your highest formal degree, then informal training. Include each school's name and address mentioning current enrollment. Dates can follow the school's or training program's name.

Professional conferences, workshops attended, or additional informal training can be listed separately under the heading Other Training.

The personal sectional provides an opportunity to let the employer know more about you. Try to give an overview of how you think about yourself in relation to the job. You do not have to include your age or marital status. This whole section can be omitted if you feel uncomfortable with it.

Special skills such as speaking an additional language, ability to play a musical instrument, clerical skills, child program planning specialties, like gymnastics instruction, gardening, pottery, etc. should be mentioned.

Listing your membership in professional associations and organizations shows your interest and commitment. It is a good idea to join while still a student because student membership fees are usually below regular rates.

References are listed, giving each person's name, address, and updated telephone numbers (both work and home if they permit). Job titles and places of employment are included when references are professional rather than personal. "Written references available upon request," is sometimes substituted.

Some general guidelines for writing a resume are as follows:

1. Keep it brief and to the point.

2. Clearly state your accomplishments, responsibilities, and variety of duties performed.

3. Keep your resume brief enough to fit on no more than two pages.

4. Arrange your headings and dates in a manner that leads the reader's attention.

5. Make good use of space; work for the overall impression of neatness and orderliness.

6. Write and rewrite until it is perfect.

7. Resumes should be typed on quality bond paper by a professional typist (if possible).

8. Investigate quick print and copy service costs for multiple copies.

9. Take time to do it right!

Whether it is a self-chosen employment possibility or an advertised position, you will want to investigate the employer, the agency, and the operation. Specifics and details on job announcements and job descriptions offer a better picture of the needs of the employer. Receptionists, personnel clerks, and other employees can add to your background knowledge. Brochures, public information statements, and/or employee or program manuals may be available for the asking. In doing so, you may gain enthusiasm for a position or realize that it is not what you are seeking.

Many job seekers do not realize the importance of the appearance of the job application form. It can present an image, either good or bad, of the applicant to the employer. Resumes can often be attached, giving a more professional touch to your application. Remember that the job application is a tool for selling yourself. Take the time to do it

right, and make it look good. It can make a difference of whether or not you get an interview.

There are definite preparation steps for interviews. Showing yourself off to your best advantage, while giving an honest picture of yourself, is your goal.

Concentrating on your appearance and dress is important. Feeling well-dressed, attractive, and well-groomed boosts your spirits and your confidence. Role playing the interview may help you improve the image you project. Be aware of the need for eye-contact with the interviewer. Also take a look at your posture, your body language, your overall appearance. You may want to tape record your practice interview to actually hear how you sound.

A further preparation activity involves practicing answering the four most common interview questions. They are:

1. Why do you want the position?

2. What can you do for the employer?

3. What kind of person are you?

4. How much do you expect to be paid?

During interviews, others will try to measure you. Your tact, maturity, courtesy, and professional knowledge will suggest how you will perform your duties and represent the organization or center (if hired) to the general public. Study and practice the following hints for interviews.

1. Walk through the door smiling confidently.

2. Scan all eyes in the room.

3. Wait briefly to be told where you will sit.

4. Do not volunteer information that may be considered negative.

5. Direct your conversation toward the interviewer's special interests and job needs if you know them.

6. Show that you know something about the organization or center.

7. Be memorable.

8. Maintain a sense of humor.

9. Listen carefully.

10. Ask questions if something is unclear.

11. Pause and think before you answer.

12. Know the skills and interest you possess which best fit the job you are seeking.

13. Give the appearance of someone who has lots of energy.

14. Be relaxed and maintain eye contact.

15. Take special note of interviewers' names and job titles.

16. View interviewing as a learning experience.

17. Have extra copies of your resume with you.

18. Bring samples of your work.

19. Be prompt. It is wise to arrive about five minutes before the interview time.

20. Shake hands firmly.

21. Avoid being overeager.

22. Avoid answers which reflect badly on your former employer.

23. Avoid sounding tense.

24. Try to make salary questions more clear by asking for salary ranges.

25. When asked about weaknesses mention those that may be considered strengths. For example, "I'm hard on myself when ..."

26. Go to an interview alone.

27. Leave your troubles at home.

28. End on a pleasant note.

29. Send a brief thank-you note if the situation calls for it.

30. Do not ramble; stick to the question.

31. Get enough sleep the night before.

32. A fast heartbeat is natural; ignore it.

33. Be alert.

34. Do not interrupt.

35. Avoid becoming defensive.

36. Avoid being a name dropper.

37. Prepare questions you would like to ask the interviewer.

After an interview, evaluate your conduct and performance. Take note of your strengths and possible growth areas. One learns from the interview experience and becomes a little more polished and relaxed during later interviews. Some personnel departments will share interview ratings with applicants; these can be a valuable self-evaluation aid.

Once a person has secured a position and begun to work, there are a few things that should be done to help later job advancement. First, it is important to maintain an awareness of job opportunities. This tells one where one may go professionally; how much experience is needed to progress to the next higher position; and where to look for the types of work desired.

It is always important to be alert for technological advances that might affect or improve one's profession. This awareness can enable the individual to perform better on the job and will also give clues as to the direction that the person's profession may be taking. It may also suggest a need for further education to keep up with the technological advances. By so doing, a person usually becomes more competitive in the job market.

Finally, it is important for an employer to be familiar with personnel policies. This helps guide the employee's behavior and way of dressing; it explains job responsibilities and benefits, requirements for advancement, proper employee reations, evaluation of employee performance, and other rules that may affect the employee. This information helps the employees to know what is expected of them as well as what they must do to get promoted. All of this helps the person work toward professional maturity.

Activity Section:

Complete the activities by following the directions given for each. It is recommended that the student do all of the activities in this module.

ACTIVITY #1

1. Collect three or four job application forms.

2. Compare questions and blanks.

3. Are there any questions which do not relate to the ability to perform the work?

4. Practice filling out application forms by using the ones you have collected.

5. Work for neatness and accuracy of information.

ACTIVITY #2

1. Think of seven interview questions that an employer might ask an applicant.

2. Think of answers for each of the seven questions.

3. Role play an interview using these seven questions. Do this in a group of three or four other students.

4. Ask for constructive criticism from the other students.

5. Give constructive criticism of the responses of the other students.

ACTIVITY #3

1. Prepare your resume.

2. Use the information given in this module or check out a book on writing resumes from your library.

3. Type the final copy.

4. What difficulties did you have in preparing your resume?

Post Test:

Directions: Answer the following questions in the spaces provided with + for true and 0 for false.

_____ 1. A job in the early childhood field is fairly easy to find.

_____ 2. Volunteer work and student teaching rarely lead to job opportunities.

_____ 3. The first year of teaching is sometimes called the "survival year."

_____ 4. Writing long and short-range goals does not really help a person plan their future.

_____ 5. Short-range goals can be accomplished quickly.

_____ 6. Long-range goals are often reached by working through several short-range goals.

_____ 7. Positions in private programs usually offer greater job security.

_____ 8. Positions in the public programs are funded by the government.

_____ 9. A wider variety of positions may be found in public programs than private ones.

_____ 10. Direct service work includes actual classroom child care.

_____ 11. People who are interested in children but uncomfortable with them should avoid indirect service programs.

_____ 12. Your teacher or your school may be able to provide you with some leads to jobs.

_____ 13. It is not necessary to have a salary range in mind when you begin your job hunt.

_____ 14. It is necessary to include both educational and employment experiences on a resume.

_____ 15. Your resume represents you.

_____ 16. A resume should be as brief as possible.

_____ 17. Hints for interviews include wearing the latest style.

_____ 18. Behave in a casual manner in an interview.

_____ 19. References must be included on a resume.

_____ 20. A resume may be hand written.

Answer Key:

Module 8

Pretest

1. 0
2. +
3. +
4. 0
5. +
6. 0
7. 0
8. +
9. +
10. 0
11. 0
12. +
13. +
14. 0
15. +
16. 0
17. 0
18. 0
19. +
20. +

Module 8

Post Test

1. +
2. 0
3. +
4. 0
5. +
6. +
7. 0
8. +
9. 0
10. +
11. 0
12. +
13. 0
14. +
15. +
16. +
17. 0
18. 0
19. 0
20. 0

Direct Instruction and Self-Taught Instruction

Job Skill:

Assist in the planning and scheduling of the educational programs.

Performance Objective:

Demonstrate an awareness of administrative program planning with 80% accuracy.

Materials and Other Resources Needed:

This module
Paper and pencil
Preschool Administrator

Pretest:

Directions: Answer the following questions in the spaces provided with + for true and 0 for false.

_____ 1. An early childhood program does not need to be based on a certain philosophy about children.

_____ 2. Early childhood program goals are the same for all schools.

_____ 3. An early childhood program goal might be to meet the individual needs of each child.

_____ 4. It is the job of the school administrator to write the program goals.

_____ 5. It is the job of the teachers to design the school's schedule.

_____ 6. Administrators do not design lesson plans.

_____ 7. Administrators are involved in planning field trips.

_____ 8. It is not necessary for the administrator to get the parents' permission before taking children on a field trip.

_____ 9. It is the job of the administrator to keep records of each student's progress.

_____ 10. Monthly school themes are planned by the teachers and their aides.

_____ 11. Teaching aids are used to make a lesson more interesting to children.

_____ 12. A bulletin board is a teaching aid.

_____ 13. Puppets are teaching aids.

_____ 14. The administrator's job is really a small one because the teachers are doing all the work.

_____ 15. It is the job of the administrator to make sure that the school runs smoothly.

Information:

Read the following information before attempting the accompanying activities.

If an early childhood program is to be organized so that it can run smoothly, it needs to have a basic philosophy. Simply put, the philosophy is what is believed about the educational experience. It includes what we believe about children, the broad goals of what children should learn, how children should be taught, and how a program should be planned and run. All decisions affecting an early childhood program need to be based on a program philosophy. This gives direction to the total program so that all staff members work toward the same goals.

The first step in planning an early childhood program is deciding on the philosophy. After this has been done, it is necessary to develop specific program goals. Some common goals for early childhood programs are:

1. Meet the basic needs of children for -
   - good health and physical development;
   - attention, acceptance and affection;
   - opportunities to experience success and to test their mental, physical and social powers;
   - self identify and a sense of worth;
   - security;
   - relations with adults and children to recognize individual rights.

2. Meet the individual needs of each child.

3. Provide adult guidance and health, education, and welfare services for the child.

4. Help children feel at ease about being away from home and able to accept involvement with adults and other children.

5. Strengthen family ties; and through taking part in the program, help parents better understand their children.

Because of the variety of children's needs, program philosophies and ways of working, the direction of the program goals can vary greatly. It is the job of the school's administrator to develop program goals that support the philosophy of the school.

It is also the job of the school administrator to develop the program schedule. This includes deciding between a full-day program; a half-day program; or a program with two

half-day sessions. Sometimes, it is necessary to schedule the use of equipment and play areas when more than one class is in session at the same time. This type of scheduling is also the job of the administrator.

Further administrative responsibilities include designing the lesson plans used for organizing and presenting learning activities in the classroom. Lesson plans are useful devices that help the teacher thoroughly think through the different parts of an activity. It makes it possible to foresee possible problems with the lesson and find solutions. Written plans are a starting point from which the actual activity flows, depending on the children's interests.

Once the lesson plans have been designed, the administrator needs to list the supplies, materials, and resources needed to carry out the planned lessons. Some activities need visual aids (pictures, etc.) and equipment for teachers as well as those materials used by children. Estimating exact amounts of supplies helps figure the cost, helps during preparation, and assures that the supplies will be on hand when needed.

It is also the job of the administrator to plan and coordinate field trips. These are planned journeys taken to points outside the school building or grounds. Thoughtful planning of field trips is important because of the benefits to children's learning and because of the added dangers of taking children beyond the building and grounds. The administrator often receives ideas for field trips from other school staff members, but it is up to the administrator to decide on the site and the purpose of the trip; make arrangements with those in charge at the place to be visited; plan for transportation, supervision of the children; and scheduling. The consent of the parents is needed for such an activity. This, too, is an administrative task. Following the trip itself, it is useful to evaluate its success and decide if it is one that might be worth repeating another time.

Evaluating, recording, and reporting children's progress is one of the most difficult tasks of the administrator. It must be done very carefully because this information about a student is used to plan and provide the best possible activities, learning experiences, and opportunities for the health, safety, and well-being of the child. Records of a child's progress are kept for the purpose of deciding if a child needs special help in a particular area, and to inform parents of a child's achievements and difficulties. These records should be well organized and in writing because a teacher's/administrator's memory cannot always be trusted to produce accurate recall of important events or behavior.

The administrator is often the one who develops monthly themes for the entire school. These may focus on such things as: the season, a holiday, pets, plants, health, etc. Lesson plans, field trips and activities are planned around these themes. To present the themes to the children in an interesting manner requires the creation of a variety of teaching aids. These include bulletin boards, games, flannel board figures, puppets, posters, banners, etc. The administrator usually has the teachers and aides help by preparing the teaching aids that will be used in their classrooms. There are dozens of books on the market that help with the creation of teaching aids. Many of these give step-by-step directions on how to make the various things. Ideas may also be found in family magazines, professional magazines, children's art and crafts books, and craft centers.

The administrator's job is a big one, but it does not have to be done by just one person. Sometimes a team effort is used in planning monthly themes, field trips, lesson plans, schedules for use of equipment, etc. This spreads the administrator's work load through a number of people allowing for more sharing of ideas. It also frees the administrator to work on the more difficult tasks of running the school. It should be remembered that even though the work may be shared with the school's staff, it is still the responsibility of the administrator to be sure that all is done as it should be.

Activity Section:

Complete the activities by following the directions given for each. It is recommended that the student do all of the activities in this module.

ACTIVITY #1

Teaching Aids

Teaching aids are used to make a lesson more interesting to children.

1. Decide on something that you would like to teach a group of 3-, 4-, and 5-year olds. Keep it simple!

2. Make a teaching aid that would make the lesson more interesting.

3. Write a brief lesson stating:
   a. What you want the children to learn.
   b. How you are going to teach them.
   c. How you will use the teaching aid you have made.

4. Try it out on a small group of preschoolers.

5. Describe what happened.

6. What did you learn?

ACTIVITY #2

Administrative Duties

1. Make an appointment with the directors of local preschool or child care centers.

2. Ask them about their job responsibilities.
   a. Does the schools have a philosophy of child care?
   b. Who writes the program goals?
   c. What are the administrative duties?
   d. Do the centers have a monthly theme? If so, who decides what they will be?
   e. Who plans field trips?
   f. Who plans the program schedule? (This is not the same as teaching schedules which involve the planning of activities during class time!)
   g. What is the hardest part of being an administrator?

3. Write down the directors' answers to your questions.

4. What did you learn about the administrators' roles in the schools?

Post Test:

Directions: Answer the following questions in the space provided with + for true and 0 for false.

_____ 1. An early childhood program needs to be based on a philosophy about children.

_____ 2. Early childhood program goals are different for each school.

_____ 3. It is the job of teachers to write the program goals.

_____ 4. An early childhood program goal might be to include parents in the program.

_____ 5. It is the job of the teachers to plan monthly themes.

_____ 6. It is the job of the administrator to design the school's schedule.

_____ 7. Administrators do not plan field trips.

_____ 8. Field trips are for fun, not for learning.

_____ 9. Lesson plans are used to organize what is taught in the classroom.

_____ 10. Only teachers write lesson plans.

_____ 11. It is the teacher's job to keep all of the students' records.

_____ 12. Administrators design some of the teaching aids used in the school.

_____ 13. A poster is not a teaching aid.

_____ 14. Flannel board figures are teaching aids.

_____ 15. It is the job of the administrator to see that the school is run as it should be.

ANSWER KEYS

Module 9

Pretest

1. 0
2. 0
3. +
4. +
5. 0
6. 0
7. +
8. 0
9. +
10. 0
11. +
12. +
13. +
14. 0
15. +

Module 9

Post Test

1. +
2. +
3. 0
4. +
5. 0
6. +
7. 0
8. 0
9. +
10. 0
11. 0
12. +
13. 0
14. +
15. +

Direct Instruction and Self-Taught Instruction

Job Skill:

Assist in the supervision of educational activities, including set-up and clean-up.

Performance Objective:

Identify the responsibilities of the teacher's aide with 80% accuracy.

Materials and Other Resources Needed:

This module
Paper and pencil
Audio-visual equipment (See list, Activity #2)

Pretest:

Directions: Answer the following questions in the spaces provided with + for true and 0 for false.

_____ 1. Planning the learning activities is the job of the teacher.

_____ 2. A teacher's aide may never plan carry out an activity.

_____ 3. An aide's job is to clean up after an activity but not to set up the activity.

_____ 4. An aide is often needed to help supervise messy art activities.

_____ 5. It is not necessary for an aide to sweep or clean floors after an art activity.

_____ 6. Aides are not supposed to wash the dishes used in food preparation activities.

_____ 7. Aides often need to help children clean hands and faces after certain art activities.

_____ 8. The teacher should be the person to put away supplies in order to know where they are the next time needed.

_____ 9. Aides are not included in preparing for a field trip.

_____ 10. An aide may expect to help watch children on a field trip.

_____ 11. Teachers and aides work together to watch children at play.

_____ 12. Children do not need a chance to use their large muscles everyday that they are in school.

_____ 13. An aide needs to know how to operate audio-visual equipment such as film projectors, tape recorders, etc.

_____ 14. Aides are supposed to help "tidy up" the school after the children go home.

_____ 15. Aides need opportunities to practice the role of teacher from time to time.

Information:

Read the following information before attempting the accompanying activities.

A center for young children, whether it is a preschool, a kindergarten, or a day care center, is a place where children are involved in interesting activities which aid in their development. It is not simply a place where children are kept busy for a certain number of hours.

Each center for young children is in some way different from all others. The type of program and the schedule planned for various activities depend on such things as the educational philosophy, the program goals, the amount of time the children spend in school, the special needs of the children enrolled, the physical surroundings (buildings, play areas, etc.), and the location in terms of climate. However, most centers aim to provide a happy place with opportunities for good play and work activities so that children will grow and learn.

Planning the learning activities is usually the task of the teacher. Setting up and cleaning up for the activities is often the job of the aide.

The aide usually helps prepare for art activities, being sure that all the needed supplies are ready. The aide also helps with other creative activities to include those for music and movement, dramatic play, listening, touching, and anything else that encourages the child to be creative. Often being a creative preschooler includes being a messy one. The aide must help clean both the area and the children after creative activities. This includes sweeping and cleaning floors, wiping tables, and supervising the children as they wash hands, arms, faces, etc.

The learning activities that center on language, literature, mathematics, science, social studies, and food preparation also need to be set up and carefully supervised. The aide can help with these in many ways. It may be a simple matter of getting out materials so that they may be used by the children, or it may involve actually guiding the children through the activity, just as a teacher does. A certain amount of clean up is required following these types of activities. Usually an aide is asked to pick up materials and put them away. A simple task. However, if the learning activity has involved food preparation, it will probably be necessary to clean dishes, tables, the cooking area, and probably the floor.

Aides also take part in field trips. They help organize transportation, make name tags, supervise children, and whatever else is needed. If the school has used a bus for the field trip, the aide usually helps check the seats for litter and items belonging to the children and adults.

A part of every school day includes physical activities for the children. They need time for large muscle activities like running, jumping, swinging, tumbling, sliding, etc. They also need time for small muscle activities like stringing beads or cereal, working puzzles, or playing with blocks. The aide helps the teacher set up and guide the children through these activities and then assists with cleaning up the area after play.

Sometimes the aide gets to plan and carry out an activity with a large group of children. This allows the aide to "try on" the role of teacher. Usually the teacher is nearby to give support or help if needed. It is wise for the aide to check with the teacher before doing the activity, and then ask the teacher to give feedback (suggestions) when it is completed.

Aides sometime help operate audio-visual equipment. This includes: film projectors, record players, tape recorders, slide projectors, overhead projectors, and filmstrip projectors. It helps to learn how to operate the equipment before using it in the classroom.

When the school day is at an end for the children, the teachers and aides must get the school ready for the next day. This preparation often includes certain housekeeping activities which may not be carried out by the cleaning service. Aides may need to sweep and clean floors; wipe down woodwork and walls; clean bathroom and bathroom storage areas; clean the kitchen and dining areas; and maybe even wash windows and soiled toys. Sometimes the aide is expected to run the dishwasher, washing machine, clothes dryer, and other kitchen appliances.

Activity Section:

Complete the activities by following the directions given for each. It is recommended that the student do all of the activities in this module.

ACTIVITY #1

1. Describe the differences between the teacher's job and the teacher's aide's job.

2. What responsibilities (or tasks) do they share.

3. How might a teacher's aide prepare to become a teacher?

ACTIVITY #2

1. Learn how to operate as many of the following pieces of audio-visual equipment as possible.

   16 mm film projector
   record player
   tape recorder
   slide projector
   overhead projector
   filmstrip projector

2. Ask your teacher to help you with the activity or go to the audio-visual department in your school and seek assistance there.

3. Demonstrate your skill in operating at least four of the pieces of equipment listed.

Post Test:

Directions: Answer the following questions in the spaces provided with + for true and 0 for false.

_____ 1. A teacher's aide may never take part in planning learning activities.

_____ 2. An aide is supposed to help sit up art activities.

_____ 3. Aide's only help the teacher with really messy activities.

_____ 4. Teacher's aides help clean up after activities.

_____ 5. Children need extra supervision when they are involved in large muscle activities.

_____ 6. It is sometimes necessary for the aide to sweep the floor after an art activity.

_____ 7. Aides are never allowed to actually teach a lesson.

_____ 8. An aide may be in charge of putting supplies away after a learning activity.

_____ 9. Small muscle activities include running and jumping.

_____ 10. An aide needs to know how to use the kitchen equipment such as dishwasher and disposal.

_____ 11. Aides take part in the preparation for a field trip.

_____ 12. Aides do not go on field trips.

_____ 13. Aides are not expected to "tidy up" the school after the children go home.

_____ 14. Aides should not be allowed to practice or try the role of teacher.

_____ 15. An aide does not need to learn how to operate audio-visual equipment.

ANSWER KEYS

Module 10

Pretest

1. +
2. 0
3. 0
4. +
5. 0
6. 0
7. +
8. 0
9. 0
10. +
11. +
12. 0
13. +
14. +
15. +

Module 10

Post Test

1. 0
2. +
3. 0
4. +
5. +
6. +
7. 0
8. +
9. 0
10. +
11. +
12. 0
13. 0
14. 0
15. 0

Direct Instruction and Self-Taught Instruction

Job Skill:

Monitor nap time and supervises gradual change time.

Performance Objective:

Demonstrate an understanding of nap time and dressing routines with 80% accuracy.

Materials and Other Resources Needed:

This module
Paper and pencil
Day care center preschoolers at nap time

Pretest:

Directions: Answer the following questions in the spaces provided with + for true and 0 for false.

_____ 1. Most day care centers do not have a rest period in their daily schedule.

_____ 2. It is better for a child to rest on a soft rug than on a cot.

_____ 3. It is usually the job of the teacher's aide to set up the sleeping area.

_____ 4. Children should sleep with their shoes on so that the aide does not have to take the time to remove them or put them back on.

_____ 5. It helps children settle down if they are very active right before their nap.

_____ 6. It helps children rest if the room is darkened slightly.

_____ 7. All four-year old children need to nap.

_____ 8. All preschoolers hate naps.

_____ 9. It is important that all the preschoolers go to sleep during nap time.

_____ 10. The children should not be left alone during nap time.

_____ 11. Some children need a little help in waking up.

_____ 12. Immediately after nap is a bad time to show children how to dress themselves because they are too sleepy to pay attention.

_____ 13. Young children usually need to use the bathroom right after nap.

_____ 14. Nap time is refreshing for both the aide and the children.

_____ 15. The children should not be allowed to help put away the cots or mats because this is the aide's job.

Information:

Read the following information before attempting the accompanying activities.

All centers for young children should provide for relaxation or rest periods. Schools having full-day programs need cots, sheets, blankets, and space for their storage. Spacing of the cots in the rest area is important so that children will not be with faces too close together. Three feet between cots is usually suggested.

In schools not operating a full-day program, rugs and towels are often used for a mid-morning or mid-afternoon rest. These are not very good substitutes for cots because if the floor is not warm and free from drafts, the rug or towel may not provide enough protection for the child. Vinyl-covered pads, from one-half to one inch thick, are now being used in some schools. These are not as costly as cots and yet they provide more protection from the cold floor.

It is usually the job of the teacher's aide to set up the sleeping area. This is usually done while the children are involved in another activity. Preparation of the sleeping area includes setting up the cots or getting out the mats, blankets, rugs, or towels. The aide may also want to darken the room slightly to make it more restful.

The aide helps the children get ready to rest. This includes last minute trips to the bathroom, removing shoes, and getting onto a cot or mat. It is hard for a preschooler to "shift gears" and move from active play to rest time. The aide needs to be aware of this and make the change a gradual one.

It helps the children settle down if they know when to expect rest time. For example, if they know that they rest right after lunch, then they begin to think about it during lunch. When children are expecting the quiet time, they seem to fight it less.

There are several other things that may be used to help quiet the children. Play quiet music for them when they are lying down. Sing songs to them. Rub their backs. (This is particularly nice because you are giving each child some special attention which tells the child that you care.) Read a quiet story right before nap time; or read it to the children when they first lie down.

It is wise to think about the differences in the children's needs to rest. Some will need this quiet time while others will look upon it as a punishment. Teachers and aides

need to be flexible about the rest period, letting the needs of the children determine what is done at least as much as is possible.

Whether or not the children actually close their eyes and sleep during this rest period should not matter. The children should be encouraged to use this period as a time to be quiet. Each child must learn to respect the rights of the other children to have their own time of quiet and rest.

For those children who do not sleep, a quiet activity may need to be provided or they may find it tempting to bother the sleeping children. Possibly, the children who show that they are not going to sleep could be allowed to take to their cots a few books, puzzles, or other type learning materials that may be used quietly by a child who is lying down.

Children need to be watched while they are sleeping. It is not safe to leave them alone. A child could awaken early and disturb the other children or get into something that could prove harmful. For these reasons, and many others, someone does need to stay with the sleeping children.

It is usually the aide who helps get the children up from their naps. This can be a very pleasant time for both the aide and the children. The aide has had a little break and the children are refreshed from their rest period. Some children may need a little help in waking up. At such times, a little cuddling or another form of attention is especially helpful.

After their naps, the children will need help with clothing and shoes. This is a great time to demonstrate such things as tying or buckling shoes, buttoning, zipping, snapping, etc. This helps the children learn to care for themselves.

The children will also need a chance to use the bathroom and get a drink. This is a good time to help children become more independent in caring for themselves. Encourage the children to do as much of the undressing and dressing as they can when using the bathroom. Be sure that they are washing their hands correctly. When they forget to do so, help them.

Usually, the rest area is used for other activities during the day. For this reason, the cots, mats, etc., must be put away. If possible, include the children in this clean up activity. It makes them feel good about themselves when they can be helpful.

Activity Section:

Complete the activities by following the directions given for each. It is recommended that the student do all of the activities in this module.

ACTIVITY #1

Nap Time

1. Arrange to visit a child care center to observe nap time for 3 - 4 year olds. Make an appointment with the director of the center before going.

2. Arrive at the school in time to see what the children are doing before nap time.

3. Answer the following questions:

   a. What activity are the children involved in right before nap?

   b. What does the teacher (aide) do to help the children get ready to nap?

   c. Where do the children sleep?

   d. On what do the children sleep?

   e. What is done to help the children settle down or relax?

   f. What is done to, or for, the child who does not sleep?

   g. What happens when the children wake up?

4. What did you learn?

5. Would you have done anything differently?

ACTIVITY #2

Helping Children Relax

Make a list of all the things that you can think of that might help a child relax at nap time.

Post Test:

Directions: Answer the following questions in the spaces provided with + for true and 0 for false.

_____ 1. Most day care centers plan a rest period for preschool children.

_____ 2. It is better for a child to rest on a cot than on a towel on the floor.

_____ 3. Mats are expensive to use for napping.

_____ 4. It is usually the job of the teacher to set up the sleeping area.

_____ 5. All day care centers have rooms that are used just for rest time.

_____ 6. Some children need help getting to sleep.

_____ 7. Playing quiet music for the children during nap time may help them relax.

_____ 8. It is not a good idea to rub the children's backs to relax them.

_____ 9. It is not important that all the children go to sleep.

_____ 10. Most preschoolers like naps and go to sleep easily.

_____ 11. The children may be left alone during nap time as long as someone checks in from time to time.

_____ 12. Preschool children usually wake up quickly with little difficulty.

_____ 13. Preschoolers should be allowed to partly undress for their naps.

_____ 14. Children who cannot sleep should be made to lie quietly anyway.

_____ 15. The children should be allowed to help put away the cots or mats.

ANSWER KEYS

Module 11

Pretest

1. 0
2. 0
3. +
4. 0
5. 0
6. +
7. 0
8. 0
9. 0
10. +
11. +
12. 0
13. +
14. +
15. 0

Module 11

Post Test

1. +
2. +
3. 0
4. 0
5. 0
6. +
7. +
8. 0
9. +
10. 0
11. 0
12. 0
13. +
14. 0
15. +

Direct Instruction and Self-Taught Instruction

Job Skill:

Observe, record, and report student progress and behavior.

Performance Objective

Identify the receptionist and clerical duties of a teacher's aide with 80% accuracy.

Materials and Other Resources Needed:

This module
Paper and pencil

PRETEST:

Directions: Answer the following questions in the spaces provided with + for true and 0 for false.

_____ 1. Teacher's aides are not allowed to answer the phone in child care centers.

_____ 2. It is important to give the name of the center when answering the phone at the center.

_____ 3. The person taking a phone message does not need to put their name on the message.

_____ 4. It is rude to ask a caller, "May I say who is calling?".

_____ 5. It is a good idea to include the date and time of the phone call on a phone message.

_____ 6. The aide should help greet the children and their parents as they arrive at the center.

_____ 7. It is not important to know the names of the parents.

_____ 8. The aide should help the children get started in an activity after they arrive at school.

_____ 9. It is not the aide's job to answer the questions that parents might have about the school.

_____10. It is not as important to make the parents feel welcome as it is to make the children feel welcome.

_____11. It is all right for an aide to set up an area for guests.

_____12. Aides should not take part in programs or parties for the parents.

_____13. The director is probably the best person to give a parent a tour of the school.

_____14. An aide should not be responsible for storing supplies.

_____15. An aide may evaluate and record a child's progress.

Information:

Read the following information before attempting the accompanying activities.

There are a number of clerical duties which must be performed to keep a school running smoothly. An aide may help with some of them, but others must be taken care of by the school's director.

An aide may help by answering the phone. This should be done by pleasantly giving the name of the center, and possibly the name of the person answering the phone. When the caller asks to speak to someone in the school, it is all right to ask, "May I say who is calling?". Then tell the caller, "Just a moment, please", and quietly put the receiver down and walk to where the individual is who has received the call. It is not a good practice to loudly call to that person.

If a staff member is unable to receive an incoming call, ask the caller if you may take a message so that the call might be returned as soon as possible. If they agree to this, write down their name, phone number, any message that they wish to leave, the date and time of the call, and your name. Be sure to either give the message to the person to whom it belongs or put it where that person will see it.

An aide can be a big help in greeting the children and their parents as they arrive at school. The beginning of the school day is a hectic time. Often the teachers and the director are busy when the children arrive. An aide can help by making the children and their parents feel welcome; by answering questions that the parents might have or by directing them to someone who can help; and by seeing that the children settle happily into an activity. It is important that the aide know the names of the children and their parents so that they may be greeted by name.

Sometimes a center plans a special program, presentation, or party for the parents or other invited guests. When such an event is planned, it is necessary to set up an area for the guests. The aide can be a great help in preparing this area. They can set up chairs, clean up the area, get out the refreshments, (if any are to be served), decorate the area, etc. This frees the director and the teachers to prepare for the function in other ways. The aide can also help by greeting the guests as they arrive and by making them comfortable while there.

It is not unusual for parents who are interested in putting their children in a center to request a tour. This tour is usually given by the director who can probably best

answer the questions that a parent might have. An aide may be asked to assist in the tour or to finish it once the parent's questions have been answered. The aide should be pleasant and polite in talking with the visitors; not overly casual. If the visitors have questions the aide cannot answer, they should be referred to the director or to another staff member who may be able to help.

Another clerical task which must be taken care of is the storing of supplies, materials, and equipment. An aide can certainly help with this. There should be a specific system for storing supplies in the center. The aide needs to understand where and how things are stored so that they may be put away where all staff members may easily find them.

There are a few clerical duties which an aide should not do. These have to do with the records of the children's performance and behavior. An aide does not have the education nor experience to be able to accurately observe and record the children's progress. This task requires a good deal of training and is the job of the administrator. Likewise, it is the administrator's job to interpret the recorded performance and behavior. It takes someone with a good understanding of child development and observational techniques to be able to correctly evaluate a child's progress. This comes from years of education and experience, something the aide does not yet have but may have some day.

Activity Section:

Complete the activities by following the directions given for each. It is recommended that the student do all of the activities in this packet.

ACTIVITY #1

Role Play Telephone Conversations

You are an aide in a child care center. Another person can play the part of a parent trying to speak with a teacher.

1. What would you say when answering the phone?

2. What would you say if the teacher can come to the phone?

3. What would you say if the teacher were in another room and you had to go get the teacher?

4. What would you say if the teacher were unable to come to the phone?

5. Take a message for #4. Include all of the information suggested in the information section of this module.

ACTIVITY #2

Make a list of all the clerical (office) and receptionist duties that an aide might have in a child care center.

Post Test:

Directions: Answer the following questions in the space provided with + for true and 0 for false.

_____ 1. The teacher's aide may answer the phone and take phone messages in most child care centers.

_____ 2. A phone message should include the full name of the person who has called and when that person called.

_____ 3. When answering the phone in a child care center, a pleasant "hello" is all that is needed.

_____ 4. The person taking the phone message should put their name on the message.

_____ 5. It is important to know the names of the children and their parents.

_____ 6. The teacher should greet the children and their parents while the aide obtains the materials for the first activity.

_____ 7. The aide should be prepared to answer the questions that parents may have about the center.

_____ 8. An aide does not have to help a child find something to do.

_____ 9. It is important for both parents and children to feel welcome in the center.

_____ 10. Child care centers do not give tours of their building and grounds.

_____ 11. Aides do not help welcome guests at special school activities.

_____ 12. Aides do not help prepare for special school activities.

_____ 13. Aides help store supplies, materials and equipment.

_____ 14. An aide may observe and record a child's progress.

_____ 15. It takes a lot of education and experience to correctly evaluate a child's progress.

ANSWER KEYS

Module 12

Pretest

1. 0
2. +
3. 0
4. 0
5. +
6. +
7. 0
8. +
9. 0
10. 0
11. +
12. 0
13. +
14. 0
15. 0

Module 12

Post Test

1. +
2. +
3. 0
4. +
5. +
6. 0
7. +
8. 0
9. +
10. 0
11. 0
12. 0
13. +
14. 0
15. +

Direct Instruction and Self-Taught Instruction

Job Skill:

Perform food service activities.

Performance Objective:

Identify food service, snack, and meal activities with 80% accuracy.

Materials and Other Resources Needed:

This module
Paper and pencil
Dishes
Water
Dish Detergent
Dishwasher
Dish Cloth

Pretest:

Directions: Answer the questions in the spaces provided with + for true and 0 for false.

_____ 1. Good nutrition is not important during the preschool years because the children are growing so slowly.

_____ 2. Proper preparation is a key to a good meal.

_____ 3. The quality of food is not affected by the way it is stored.

_____ 4. Children cannot tell if food is poorly prepared.

_____ 5. It is wise to follow standard, tested recipes.

_____ 6. For preschoolers, it is best to cook vegetables until mushy.

_____ 7. Children enjoy helping prepare their snacks and meals.

_____ 8. There are no local regulations that control the conditions for food preparation in a child care center.

_____ 9. The aide usually helps set-up and clean-up the eating area.

_____ 10. Table tops need to be cleaned with a disinfectant before each meal or snack.

_____ 11. The children should never be allowed to serve themselves.

_____ 12. It is sometimes the aide's job to wash and put away dishes.

_____ 13. Dishes, silverware, glassware, etc. may be washed in any order.

_____ 14. The aide supervises children during meal time for one reason - to make sure that they behave.

_____ 15. Infants should be put on the child care center's feeding schedule.

Information:

Read the following information before attempting the accompanying activities.

Nutrition and feeding is an important part of every child care program. Since growth and development is most rapid during the first few years of life, the home and the center must work together to provide the amounts and kinds of food which meet the growth and energy needs of each child.

Proper preparation is the key to a good meal. The nutritional quality of food depends on good planning, selection, storage and cooking (or preparation). Good food may be ruined or wasted if it is not prepared correctly. Children's sense of taste is very keen, and they will be able to tell if the food is well prepared.

Use the following guidelines to prepare good snacks and meals.

1. Carefully follow standard, tested recipes.

2. To save the nutritional value, flavor, and appearance of food, as well as to make it safe to eat, use suitable preparation methods and plan to prepare it close to serving time.

3. Cook vegetables only until tender and in just enough water to prevent scorching.

4. When possible, cook root and tuber vegetables (carrots, potatoes, etc.) in skin to help keep their vitamins and minerals.

5. Cook meat, fish and poultry according to the cut or type purchased.

6. Keep natural flavors of foods as much as possible. Most seasonings should be used to bring out the flavor, not hide it.

7. Children like foods that are mildly flavored, simply prepared, and served at temperatures that are neither extremely hot nor cold.

Children enjoy helping prepare their snacks and meals. It is nice to include them in food preparation when it is safe to do so. This gives them the chance to practice using their hands; using different utensils and processes with different foods; and taking part in a very "grown up" activity. It is important to watch carefully the children as they help to keep them from being injured. They must be watched

especially carefully when they are using a knife or when they help with something hot. Children should not be allowed to take part in daily food preparation activities because that would violate health standards.

It is important that the food prepared for children be free from bacteria which may cause illness. Nutrition and sanitation (cleanliness) must go hand-in-hand. All centers should be familiar with and obey their local health regulations to insure cleanliness and protection from disease.

Cleanliness is important to consider in food selection, storage, preparation and service. Cleanliness means many things:

Clean utensils and equipment.
Clean and safe food.
Correct storage and cooking temperatures.
Clean and healthy workers.
Good food handling practices.
Clean tables and table tops.
Clean dishes, glassware, and silverware.

The aides often help with some of the food service tasks. They are usually the ones who help set-up and clean-up the eating area. They need to clean the table tops with a disinfectant before and after each meal or snack. This makes certain that the eating area is clean and safe for the children.

The aides help by setting the tables with the dishes, glassware, and silverware needed for the meal or snack. Then, the aides serve the food, or allow the children to serve themselves, making certain that all the children are served.

When the children have finished eating, the aides clear away the food and dishes. The children may help clean the table by carrying their dishes, glasses, and silverware to the place where they are to be washed, or to a cart or tray near the eating area. Leftover food should be either thrown away at this time or immediately stored in the manner required to prevent spoilage.

It is sometimes the job of the aides to wash and put away the dishes. If a dishwasher is not used for this task, the aides need to follow some rules for dishwashing. First, hot water and plenty of dish detergent need to be used. These help to get the dishes clean and to kill disease causing bacteria. (Use bleach in the rinse water). Check with the local County Health Department for proper procedures.

The dishes need to be washed in the following order: glassware, silverware, dishes, serving utensils, serving dishes, and cookware. The dishes should be allowed to air dry, rather than wiped dry with a dish cloth. Finally, the dishes, glassware, silverware, etc. should be put away in a clean storage area.

In addition to preparing, setting up, and cleaning up for meals and snacks, the aides help supervise the children as they eat. This is a wonderful time for the aides to model proper eating habits. Children generally are very interested in what they are eating. For this reason, the meal time can be used in a variety of learning activities that pertain to shapes, colors, sizes, and textures. The aide should use this time as an opportunity to do more than just make sure that the children are behaving.

Sometimes it is the aide's job to help feed the infants in the center. The following is a list of feeding hints that may help with this task.

1. Remember that feeding is very important to children. The need for food is one of the most basic needs of the infant. Meeting the need promptly and pleasantly is important to the baby's development.

2. The kinds of foods given to babies are as important as are the amounts.

3. Each baby's nutritional needs that are to be met in the center may differ because of difference of ages, varying hours of care, and the amount of food that the child eats at home.

4. Adjust to the baby's feeding schedule rather than expecting the baby to adjust to the routine of the center.

5. The feeding time should be a warm, loving experience for the baby.

6. As the baby's food needs change, there is the need to develop self-feeding skills. This usually begins after six months of age.

7. Babies need to learn to feed themselves before learning to be neat and mannerly. Give them the freedom to be messy while learning this skill.

Anyone in a child care center who assists with food preparation or supervises snack and meal activities needs to be free of infections and diseases. Those who regularly take

part in these tasks should qualify for a Food Handlers Card. They also must have a physical examination regularly to be sure that they meet health standards. This helps protect the children from illness.

Activity Section:

Complete the activities by following the directions given for each. It is recommended that the student do all of the activities in this module.

ACTIVITY #1

1. Wash the dishes for five different meals. (This may be done in your home.)

2. Do not use a dishwasher for four of the five times.

3. Wash the dishes in the manner described in the modules. Wear rubber gloves to protect your hands from the hot water.

4. For the fifth meal, wash the dishes using a dishwasher. If you do not have one in your home, ask if you may use one at school.

5. Answer the following questions:

   a. Why do you think that dishes should be washed in the order stated in this module?

   b. Why should dishes be air dried and not towel dried?

   c. Which process do you think gets dishes cleaner: washing them by hand, using a dishwasher?

ACTIVITY #2

1. List 15 meal preparation activities with which three to five year olds can help. (For example: folding napkins, stirring juice, peeling eggs, etc.)

2. List five meal preparation activities that three to five year olds should not be allowed to do.

Post Test:

Directions: Answer the following questions in the spaces provided with + for true and 0 for false.

_____ 1. Good nutrition is very important for young children.

_____ 2. The quality of food is not affected by the way it is cooked.

_____ 3. It is best to prepare foods close to serving time.

_____ 4. Seasonings are used to hide the natural flavor of foods.

_____ 5. Most children prefer foods that have strong flavors.

_____ 6. Children should never help prepare their snacks and meals for safety reasons.

_____ 7. Cleanliness is an important part of food preparation.

_____ 8. Aides seldom help set-up and clean-up the eating area.

_____ 9. It is all right to allow the children to help clear the tables if the dishes are non-breakable.

_____ 10. Dishes should be washed in very hot water.

_____ 11. Dishes should be towel dried, not air dried.

_____ 12. Meal time is a good time to teach children about colors and shapes.

_____ 13. The aide does not need to worry about modeling good eating habits.

_____ 14. The feeding time for a baby should be a warm, loving experience.

_____ 15. Babies need to learn to be neat at the same time that they learn to feed themselves.

ANSWER KEYS

Module 13

Pretest

1. 0
2. +
3. 0
4. 0
5. +
6. 0
7. +
8. 0
9. +
10. +
11. 0
12. +
13. 0
14. 0
15. 0

Module 13

Post Test

1. +
2. 0
3. +
4. 0
5. 0
6. 0
7. +
8. 0
9. +
10. +
11. 0
12. +
13. 0
14. +
15. 0

Direct Instruction and Self-Taught Instruction

Job Skill:

Continue professional growth through training sessions, staff meetings, etc.

Performance Objective:

Demonstrate an awareness of methods of professional and self-development with 80% accuracy.

Materials and Other Resources Needed:

This module
Paper and pencil

Pretest:

Directions: Answer the following questions in the spaces provided with + for true and 0 for false.

_____ 1. It is the job of the teachers to plan training sessions.

_____ 2. Staff training should be planned to meet the needs of the staff.

_____ 3. The staff training does not need to agree with the philosophy of the center.

_____ 4. It is important for a person to be able to identify their strengths and weaknesses.

_____ 5. Sometimes it helps to make a list of a person's strengths and weaknesses.

_____ 6. Personal values are the things that a person believes to be important.

_____ 7. A person's morals do not affect how one does one's job.

_____ 8. Moral development begins in elementary school.

_____ 9. A realistic self-image helps a person choose reasonable goals.

_____ 10. It is not important to learn how to handle stressful situations.

_____ 11. It is helpful to be able to identify when you are beginning to feel stressed.

_____ 12. It does not help to plan for stressful situations because they never happen as we expect.

_____ 13. Knowledge of social etiquette is an important part of personal and professional growth.

_____ 14. Social etiquette cannot be learned from books.

_____ 15. It is not necessary to set goals.

Information:

Read the following information before attempting the accompanying activities.

The director of a program for young children has the task of running the program in a way that allows children to grow and develop intellectually, socially, emotionally, and physically. Along with this task is another; that of providing an environment that enables the staff of the center to continue to grow and develop in their ability to provide such a program.

Staff training and development can take many forms. Most directors need to plan for and encourage a variety of types of staff training in order to meet individual needs and abilities. No matter what type, training should always meet some identified need of the center and/or staff members involved. It should be in agreement with the goals and philosophy of the center. Also, it should be based on the level of education and experience the staff members already have.

One of the first steps in developing a staff training program is the hiring of staff persons who realize that there is always more to learn and there are always new things to try when working in a program for young children. The staff needs to be willing, flexible, and open minded if staff training is to be effective. It is generally easier to determine these attitudes during the hiring process than it is to change attitudes later on.

To grow professionally requires work. As has been described, it is the task of the director to plan training sessions for the staff. It is the job of the staff to attend and attempt to learn from and contribute to these sessions. Sometimes it is helpful if staff members work together to apply what they have learned in the training sessions to their work.

Professional growth also comes from reading books, magazines, pamphlets and other publications that might improve a persons ability to perform well on the job. This should be done regularly to help keep up with the latest research findings; get new ideas for activities to be used in the classroom; to learn new ways of handling professional problems that might exist; and to improve themselves.

It is important to be able to identify personal values. Values are the things that a person believes to be important. They can affect the way a person dresses, acts, and the goals

that a person works toward. Knowing what one values gives direction and purpose to life.

Related to personal values are the ethics and morals that a person develops. Morals have to do with an understanding of right and wrong. Moral development begins when a child is very young and is influenced by family, friends, school, church, and the society in which the person lives. A person with high morals and ethics is usually valued in the work setting because that person can be counted on to follow the standards of conduct acceptable in one's profession.

To grow professionally requires a realistic self-image. This means that persons are aware of who they are; what they can do; what they cannot do; and what they like or do not like doing. This kind of information guides persons to seek realistic goals in areas for which they are best suited. Likewise, it helps by limiting the amount of effort that is used in trying to accomplish something unsuitable.

As people grow professionally, it is important that they learn how to handle stressful situations. In the child care profession, stress comes from many different sources. It may be the result of a fussy or difficult child; not enough adult help because of an ill staff member; over-tired teachers and children; a too rigid schedule for activities; an uncooperative co-worker; an angry parent; or any number of other things. Many people feel comfortable and confident in a pleasant situation but cannot handle stress. There are a number of techniques that a person may use to better cope with stress. The following is a list of some:

1. Know yourself.

2. Know what is stressful to you.

3. Be able to identify when you are <u>beginning</u> to feel stressed.

4. Identify the activities that cause you to feel stress. Avoid them or find ways to make them less stressful.

5. Be able to identify stress in other people.

6. Remain calm.

7. Plan ways of reacting (behaving) in different types of stressful situations.

8. Write down what you might say in different types of stressful situations.

9. Role play stressful situations.

10. Take a stress management seminar.

11. Read a book on stress management. Being prepared for a stressful situation with a plan of action makes a person more confident when facing stress.

Knowledge of social etiquette is another important part of personal and professional growth. As one matures, it is important that one practices correct social etiquette if one is going to advance professionally. This goes beyond the common courtesy of "Please" and "Thank you." It includes knowing how to greet people; introduce people; write to people; dine with people; and anything else that has to do with publicly relating to other people. Much of our social etiquette is learned in the home. However, if the home fails to teach an individual the needed social skills, then the individual must learn from other sources. There are some good books on the market that help with social etiquette. It may also be possible for the individual to get some help from a knowledgeable teacher, friend, relative, neighbor, or employer.

An important part of growth and development is the setting of goals. Everyone should regularly set both long- and short-range goals for themselves because they keep a person moving forward (or growing). Goals give direction to life. They help a person to organize their time, energy, and resources to accomplish something seen as being important. Once a goal is chosen, the person needs to decide how to reach the goal; possibly outlining the steps necessary to do so. Goals should be set for both personal and professional growth so that the person's development is well-rounded.

Activity Section:

Complete the activities by following the directions given for each. It is recommended that the student do all of the activities in this module.

ACTIVITY #1

This activity gives you a chance to look at where you are professionally, and where you would like to be.

1. Describe where you are in your professional life. (Still in training or school; in training and in an entry level position like that of an aide, etc.).

2. What would you like to be doing professionally five years from now?

3. What would you like to be doing professionally ten years from now?

4. List all of the things that you must accomplish to reach your five year goal; your ten year goal.

5. Design a plan for accomplishing your goals. Include how and when you will do each step.

6. If possible, talk to someone who has already accomplished the goals that you have set for yourself. Find out what they had to do to get where they are.

ACTIVITY #2

Stress

1. What things cause you to feel stressed? List as many things as you can think of.

2. How can you tell if you are beginning to feel stressed? Describe how you feel.

3. Which of the things listed in #1 can you prepare for?

4. Prepare a plan of action for each of the things listed in #3.

ACTIVITY #3

1. Choose an area in which you feel that you are weak professionally. This may have to do with the way you talk to parents or children; your knowledge of the way children grow and develop; your ability to tell children a story in an interesting manner; etc.

2. Find a way to improve in that area.

3. Write down what you do to improve yourself.

4. Did you need to seek help from someone?

5. Put your plan into action. Give yourself enough time to make the desired improvement.

Post Test:

Directions: Answer the following questions in the spaces provided with + for true and 0 for false.

_____ 1. It is the job of the director to plan training sessions.

_____ 2. The director needs to encourage the staff to continue growing professionally.

_____ 3. There is only one type of staff training - classes.

_____ 4. The staff training should be very broad and general, rather than planned to meet specific needs.

_____ 5. The staff training needs to agree with the philosophy of the center.

_____ 6. It is more important for a person to be able to identify one's weaknesses than one's strengths.

_____ 7. It is best to try to improve several weaknesses at one time.

_____ 8. A person's ethics and morals affect how one does one's job.

_____ 9. Morals have to do with an understanding of right and wrong.

_____ 10. Moral development is influenced by home and church, but not by school.

_____ 11. A realistic self-image keeps a person from choosing goals that one can accomplish.

_____ 12. It is important to learn how to handle stressful situations.

_____ 13. It is helpful to be able to identify when someone is stressed.

_____ 14. It is a good idea to have a plan of action for certain common stressful situations.

_____ 15. Social etiquette may be learned only from observing and practicing it.

ANSWER KEYS

Module 14

Pretest

1. 0
2. +
3. 0
4. +
5. +
6. +
7. 0
8. 0
9. +
10. 0
11. +
12. 0
13. +
14. 0
15. 0

Module 14

Post Test

1. +
2. +
3. 0
4. 0
5. +
6. 0
7. 0
8. +
9. +
10. 0
11. 0
12. +
13. +
14. +
15. 0

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